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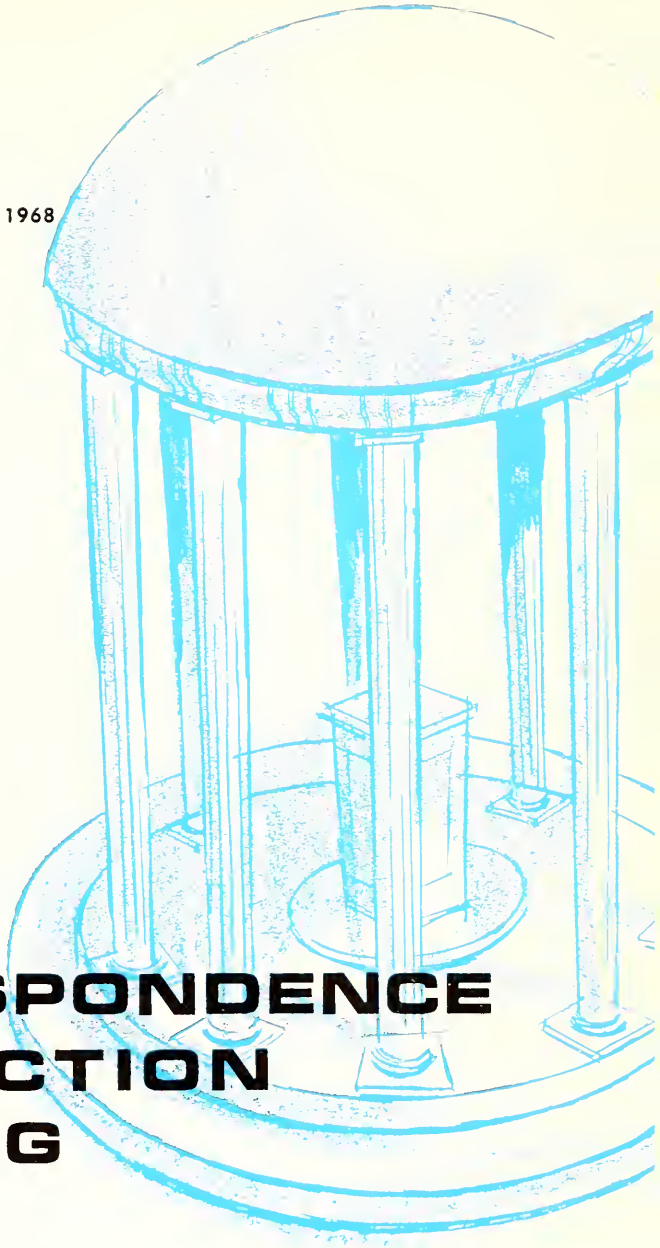

CORRESPONDENCE INSTRUCTION CATALOG

ANNOUNCEMENTS OF THE BUREAU OF CORRESPONDENCE INSTRUCTION

University Extension Services

The Extension Division is the administrative agency through which the University extends its services to the people.

In addition to CORRESPONDENCE INSTRUCTION described in this catalogue, the University of North Carolina offers the following services to the people of the state:

AUDIOVISUAL EDUCATION. Audiovisual materials and services are available to schools, colleges, civic groups and other agencies. Films for community programs, business and industry, and other adult groups are made available each month through public libraries. Individuals may book films for use in conjunction with correspondence courses through their public libraries or through the regular film rental service of the Audiovisual Bureau.

CLASS INSTRUCTION. Extension courses, primarily graduate courses in professional education, are held both on and off the campus for teachers. Students who take courses in approved locations away from the campus may earn as much as six semester hours of graduate resident credit toward an advanced degree. Those who take courses in locations not approved for resident credit may earn graduate extension credit.

COMMUNITY ADULT EDUCATION. Consultative and instructional services are provided to community groups interested in developing local programs of adult and continuing education. For information and program assistance, call or write the Bureau of Community Adult Education, 218 Abernethy Hall, Chapel Hill, Telephone 933-1123.

EVENING COLLEGE. A two year program for undergraduates is held on the campus during the regular academic year. Qualified students may earn as much as two years of the resident credits required for a degree.

RESIDENTIAL ADULT EDUCATION. This Bureau develops and organizes non-credit adult education programs and conferences to be held on the campus. Anyone interested in such programs should contact the office at 209 Abernethy Hall, Chapel Hill, telephone 933-1125.

SCHOOL SERVICES. Standardized tests are distributed to authorized health, educational, and business agencies. Faculty members of the University serve in an advisory capacity in evaluating new tests. High School Debating Contests and High School Academic Contests are available.

TELEVISION INSTRUCTION. From time to time Extension courses in regular University subjects are offered on Universty of North Carolina Educational Television stations. These courses are seen on WUNC-TV, Channel 4, Chapel Hill; WUND-TV, Channel 2, Columbia; WUNE-TV, Channel 17, Linville; WUNF-TV, Channel 33, Asheville; WUNG-TV, Channel 58, Concord. These courses are taught by members of the University faculty and, when all requirements are met, give the same credit as courses in residence.

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UNIVERSITY OF NORTH CAROLINA

EXTENSION DIVISION

CORRESPONDENCE INSTRUCTION CATALOGUE

ANNOUNCEMENTS OF THE BUREAU OF

CORRESPONDENCE INSTRUCTION

1968

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Correspondence Instruction

This catalogue explains in detail the correspondence work offered at Chapel Hill by the Extension Division of the University of North Carolina. The courses offered at North Carolina State University at Raleigh are listed on the back cover. Full information regarding them may be secured by writing to that institution.

The courses listed herein may be taken by anyone who is prepared to study them with profit. Those who expect to secure credit towards a degree must, of course, satisfy the entrance and other requirements of the degree granting institution. However, those who do not desire or expect such credit are permitted to register for any course for which they are qualified. Non-credit students are given the same careful instruction as those who study for credit.

Each correspondence course has been prepared by a member of the faculty so that it parallels the equivalent course given in residence and covers an equal amount of work for which equal credit is given. Although it may vary, a correspondence course usually has eight assignments per semester hour.

General Information

Correspondence study is a method of learning through the directed study of textbooks and supplementary material, writing the answers to the questions, and developing lines of thought contained in each assignment. Each assignment includes: (a) full directions for study, including references to textbooks; (b) suggestions and lecture material; (c) questions to be answered in writing. When a student registers for a course, he is provided a set of assignments. He does the work outlined in the first assignment and sends his paper to the Bureau of Correspondence Instruction and then begins work on the second assignment. At the University each paper is examined by an instructor, who carefully corrects and grades it and places on it constructive criticism and helpful suggestions for study. During University vacation periods, students may expect some delay in the return of reports. While it is very desirable that the student send in work regularly, at least one assignment each week, he has the privilege of sending it in as he is able to complete it, *provided he does not submit more than four assignments in each course within a seven-day period.* Each assignment covers approximately two days of residence work. An assignment is expected to require approximately six hours for preparation. A final supervised examination must be passed, if credit is to be given.

Credit

Unless otherwise noted, all courses offered give credit toward bachelors' degrees at this institution. *No courses are offered for graduate credit.*

To work out a systematic plan for taking correspondence instruction toward the A.B. degree, study carefully the requirements for the General College found on pages 37-38.

For credit toward a degree at this branch of the University, not more

than the equivalent of one year of resident work, thirty semester hours, may be earned by extension classes and correspondence courses. The last year's work must be taken in residence. However, if a student, with the exception of one or two courses, has fulfilled the University requirement of taking the full work of the last academic year in residence, he may complete this work by taking correspondence courses from this University provided permission is secured from his dean.

If degree credit is desired at this branch of the University, an applicant for correspondence work must meet the University entrance requirements of at least fifteen acceptable units from an accredited high school. The high school record must be transferred to the University on a blank that will be furnished for the purpose. Credit for work taken at other colleges must be properly transferred to the University and accepted by the examiing committee.

For Credit at Other Colleges and Universities

Credits earned will be transferred to another institution when this request is made by the student to the Office of Records and Registration, Hanes Hall, Chapel Hill, N. C. 27514.

The University cannot determine the policy of other institutions in regard to accepting credit for correspondence work. There are very few standard colleges or universities at this time, however, that do not accept credit for work completed through correspondence instruction in other standard colleges or universities. There is usually interchange of credits between the various institutions which are members of the National University Extension Association.

Persons should confer with the officials of the institution where credit is desired before enrolling.

For North Carolina Teachers

The State Department of Public Instruction in North Carolina accepts credit earned before September 1st for that teaching year. Teachers needing credit for North Carolina certification should arrange to complete courses by August 15 in order to have credit reported by September 1st. For full information about certification requirements, write the State Department of Public Instruction.

Teachers who need *professional courses* must be sure to choose them in their own professional field. For instance, a primary teacher should not take a course in high school methods.

For renewing a certificate based on a bachelor's degree six semester hours' work is required and may be taken by correspondence and/or extension class. Any courses which do not duplicate courses previously taken will be suitable provided they are in areas or subjects specifically related to the needs of the individual in connection with his work. Credit may be in either education or subject matter courses. Certificates based on more advanced degrees may not be renewed by correspondence.

Correspondence Courses Available Through the Special In-Service Teacher Education Program

Several courses have been approved by the Special In-Service Teacher

Education Program. Interested teachers should write for a list of approved courses. When an application blank is submitted, it should be accompanied by a letter from the employing superintendent recommending participation and certifying that the teacher is under contract. The fees must be paid by the teacher at the time of enrollment. Upon the completion of the course, the teacher will be eligible for refund of course fees (does not include cost of books). The refund will be made by the Extension Division after reimbursement is made by the Special In-Service Teacher Education Program. Refunds are made twice a year, once in the fall and again in the spring.

For Teachers in Other States

The Office of Records and Registration will transfer credit to state departments of education to be applied toward teachers' certificates when requested to do so. Teachers should secure prior approval of course selection from the department concerned in granting or renewing their certificates.

Rules Governing Correspondence Courses

1. Not more than two courses may be taken at one time.

2. Students may enroll in a course at any time during the year.

3. Courses should be completed within thirteen months from the original date of registration. Courses may not be completed in less than six weeks from the date the first assignment is received.

4. University regulations do not permit students to enroll or to submit assignments while attending a regular session without the written approval of the appropriate dean. In order to continue a course while in residence, written permission must be filed in the Bureau. Additional time can be allowed for those student who return to a regular session before completing a course.

5. Correspondence students who are not *bona fide* residents of Chapel Hill and are not currently attending the University must secure the written approval of University authorities to remain in the vicinity of Chapel Hill while enrolled in a correspondence course. In very exceptional circumstances, permission may be granted.

6. It is desirable that students send in at least one assignment a week. Only four assignments are accepted in a course in a seven-day period. These should be submitted one at a time. They will be returned to the student for study purposes as soon as they are examined. All written assignments and reports must be returned to the Bureau before a final grade or credit will be given.

7. Students taking courses for credit must pass a final examination taken no later than one month after all assignments have been corrected. Examinations must be taken at a standard college or university which is accessible to the student. Active military personnel may arrange examinations under the supervision of a base Education Office. The examination must be completed two weeks prior to the date credit is needed.

8. Requests for transcripts should be addressed to the University Office of Records and Registration, Hanes Hall.

9. A subject for which credit has already been given cannot be taken for credit by correspondence unless approval has been obtained from the institution where credit is desired.

10. Thirty semester hours (equivalent to one year of residence work) may be taken by correspondence and extension classes toward a degree at the University in Chapel Hill.

11. If a student, with the exception of one or two courses, has fulfilled the University requirement of taking the full work of the last academic year in residence, he may complete this work by taking correspondence courses from this University provided permission is secured from his dean, and suitable courses are offered.

12. The use of lightweight paper for assignments is recommended in order to save postage. Paper suitable for typewriter or pen, if not available locally, may be purchased from the Bureau.

Standards

The Bureau emphasizes the importance of the individual guidance of students by instructors. This involves the evaluation of students' work and the giving of helpful suggestions according to individual needs.

All students will be expected to submit their assignments in good form, grammatical and otherwise, acceptable to the instructor and in line with the requirements of the University. If an instructor in any department finds that the English composition of a student is below the standard, the symbol *cc* (composition condition) may accompany the final grade, as for instance Bcc, Ccc, or Dcc. This will indicate that, although the instructor has accepted as satisfactory the student's knowledge of the subject matter of the course, the penmanship, punctuation, spelling, vocabulary, or organization of the written work is not up to the University standard.

When the symbol "cc" is added to the course grade, the student may not receive credit for the course until the composition condition has been removed. A student receiving such a grade may remove the condition by completing the correspondence course English c0 with a grade of C.

The Honor System

Correspondence courses, like residence courses, are on the honor basis. The student body of the University has through a century of tradition developed an honor spirit and an honor system. A student who plagiarizes, copies, cheats, or in any way does dishonest work is not only denied credit for the course but may be dismissed from the University.

In correspondence study, work must be honest above all other qualities. Each correspondence student is on his honor to do only honest work. To make certain that there is no semblance of dishonor, it should be an unfailing practice never to refer to the textbook or any other materials or aids when writing answers to questions unless specifically advised to do so.

No credit will be given for a course in case the student has been false to the pledge of honor. No refund will be made in such a case.

Fees

Course fees:

For residents of North Carolina:
($12.00 per semester hour)

2 semester hour course	$24.00
3 semester hour course	$36.00
4 semester hour course	$48.00

Additional fees are charged for special materials and services with a few courses and are indicated in the course descriptions.

For non-residents of North Carolina:
($15.00 per semester hour)

2 semester hour course	$30.00
3 semester hour course	$45.00
4 semester hour course	$60.00

Additional fees are charged for special materials and services with a few courses and are indicated in the course descriptions.

Renewal fee $ 3.00

One extension of time is given and all renewed courses must be completed within six months of the original expiration date.

Financial Assistance

Students in correspondence courses who have financial need may apply for such assistance. Loans and a few scholarships (for student with exceptional academic record) are available. For information and application blanks, write to the Director of Student Aid, 300 Vance Hall, University of North Carolina, Chapel Hill, N. C. 27514.

Under certain circumstances, the Vocational Rehabilitation Division of the State Department of Public Instruction will pay the fees for those who have a physical disability. Full information will be furnished those who write the Director, Raleigh, North Carolina.

See also page 6 for information about the In-Service Teacher Education Program.

Veterans and military personnel are eligible to enroll under the Veterans Administration. Full information will be sent upon request.

See information below concerning servicemen who are eligible to study through the U. S. Armed Forces Institute.

Refunds

The request for a refund must be made in writing.

Partial refunds will be granted provided the request is made within two months of the enrollment date. A charge of $8.00 for the expense in connection with the enrollment will be made, plus $2.00 for each corrected paper.

Books and Supplementary Material

A bookstore is maintained in the Bureau of Correspondence Instruction to furnish required texts. Required texts are listed with each course. The prices are subject to change.

Books for *supplementary* reading should be requested from the local public or county library. If the local library cannot supply these books, they may be obtained by having the local librarian request them through the North Carolina State Library, Raleigh, N. C. The librarian should use the standard American Library Association interlibrary form and should indicate that the request is being made for a student currently enrolled in a correspondence course. Students who live in towns or counties without library service may obtain books by writing directly to the State Library.

Note for Students Who Live Out of the State of North Carolina

Out-of-state students receive library service from the North Carolina State Library only through local library agencies. Students who are not living in North Carolina should contact the local public library or other public institution which maintains a library whose inter-library loan policy would permit the borrowing of books. The State Library can lend to out-of-state students only through such an arrangement.

Those out-of-state students who do not have a local library should contact the Bureau of Corespondence Instruction if the securing of supplementary materials cannot be arranged through a local agency.

The United States Armed Forces Institute

The University of North Carolina is one of a number of colleges and universities selected by the United States Government to offer correspondence courses to those in service, the Government paying part of the expense. Military personnel of the United States Army, Air Force, Navy, Coast Guard and Marine Corps, whose applications have been approved are eligible to enroll through the United States Armed Forces Institute. The following subjects are included in the University's approved courses: art, dramatic art, education, English, geography, German, history, Latin, mathematics, music, philosophy, political science, psychology, religion, Russian, sociology, and Spanish. A leaflet giving full information is available and will be sent upon request. The Government will pay the tuition, while the person in service pays for the books and a registration fee of $6.00.

Adult Education

Special arrangements will be made with instructors to meet the requirements of adult students who, for various reasons, desire to continue studying without regard to credit. Any mature person or group of persons, regardless of previous education, may register for any of the subjects listed in this bulletin, and the instructor will endeavor to adjust the course to the individual needs and interests. Courses in philosophy, psychology, education, religion and sociology are especially recommended for homemakers, social workers, parents and teachers. Literary and civic club members will find courses in history, English, political science, foreign language, art and music valuable. For those in business there are courses in business English, mathematics, etc.

How to Select and Register for Correspondence Courses

Read carefully all the preceding pages. Look through the list of courses and select one or two which you need or in which you are most interested. (Additional information regarding courses suitable for those who wish credit at the University of North Carolina will be found on page 37 and 38 of this catalogue.) Confer with officials of the institution where credit is desired regarding the selection of your work, if necessary. Fill out the application blank in the center of this bulletin. Detach and mail it with a check or money order to the Bureau of Correspondence Instruction, Chapel Hill, N. C. 27514. The check or money order should be made payable to the Bureau of Correspondence Instruction.

Before writing to the Bureau be sure to fill out *every line* of the application blank. If you are a school teacher, be certain to give exact information concerning your teacher's certificate: i.e., *kind* (whether elementary, primary, grammar grade, or high school); *class* (whether A, B, or C); and *number*.

Textbooks will not be sent unless requested on the application blank. Those wishing to purchase texts should send an amount sufficient to cover their cost or request that they be sent C.O.D.

If you do not find the courses you need listed in this catalogue, write for a *Guide to Correspondence Study* which lists courses offered by accredited colleges and universities which are members of the National University Extension Association. The *Guide* may be obtained for fifty cents from:

National University Extension Association
c/o University of Minnesota
Minneapolis, Minnesota 55455

Dental Programs

NOTE: *The courses listed here do not give credit toward a degree, but lead to certificates.*

SCHOOL OF DENTISTRY

DENTAL ASSISTING

The following seven courses include five correspondence courses and two retaining an option of residency or correspondence and compose an extension study program for the education and training of Dental Assistants. Completion of all courses will qualify the person to be a candidate for certification. Those not desiring the entire program may enroll in sequence in any one or several of the correspondence courses, but not in the resident courses, and partial completion of the program does not meet the education requirement of the American Dental Assistant Association.

Individual courses may be taken for certification renewal purposes provided the student has been certified and is currently working in a dental office.

Dentistry cn16 and Dentistry cn17 may be taken under an optional plan—either as (1) a *resident program in a dental school*, or (2) as a *correspondence program in a private dental office* or in a *qualified dental clinic* under the supervision of a dentist. Details on the optional plan may be obtained by writing the Bureau of Correspondence Instruction.

The complete seven-course program is equivalent to one academic year of study. However, no course in the program is given for credit toward an academic degree. The program includes the knowledges and skills recommended by the Council on Dental Education of the American Dental Association.

cn11. ORIENTATION IN THE DENTAL PROFESSION AND OFFICE. *24 Assignments.*
History and objectives of dentistry and associated groups, legal and ethical principles, dental terminology, applied psychology related to professional contact, telephone techniques, personal health and grooming.

cn12. SECRETARIAL PROCEDURES. *32 Assignments.*
English grammar, typewriting development, business forms and business letter forms, business mathematics, filing, and business conduct. Available to office personnel in health areas other than dentistry.

cn13. PRECLINICAL SCIENCES. *48 Assignments.*
Dental anatomy and physiology and dental application of pathology, bacteriology, pharmacology, nutrition, first aid, and sterilization.

cn14. DENTAL MATERIALS AND TECHNICAL PROCEDURES. *40 Assignments.*
General composition, working characteristics, purchase routine, storage and technical use in dentistry of various dental materials.

cn15. CLINICAL SCIENCES. *48 Assignments.*
Dental supplies, instruments, equipment, operating procedures, radiographic techniques, oral hygiene, preventive dentistry, pedo-

dontics, operative dentistry, endodontics, orthodontics, oral surgery and anethesia, crown and bridge prosthodontics, prosthodontics, and periodontology.

cn16. LABORATORY AND TECHNICAL APPLICATION. *16 Assignments.*
Manipulation of various dental cements, amalgam, gold alloys, waxes, impression materials, gypsum products, and acrylics. Dental techniques include pouring and trimming models; fabricating dies; constructing base plates, bite rims and custom trays; and waxing, carving, casting, and finishing of inlays and crowns.

cn17. CLINICAL APPLICATION. *16 Assignments.*
Experience and practice in patient contact in reception area and operatory, including telephone techniques, instrument and equipment care and preventive maintenance, sterilization procedures, radiographic film processing, and handling, operatory functions, and chairside assisting procedures in the various phases of dentistry.

The last two courses taken as resident courses must be accomplished in a school of dentistry. When these courses are taken as correspondence courses, a final comprehensive practical examination must be taken at a school of dentistry. A list of participating dental schools for both options is available from the Bureau. More detailed information and fee schedule is available in a separate bulletin.

DENTAL LABORATORY TECHNOLOGY

A correspondence program for training dental laboratory technicians has been inaugurated by the School of Dentistry. This program consists of ten courses. Completion of all courses will qaulify an individual to be a candidate for certification by the National Board for Certification, an agency of the National Association of Dental Laboratories, Inc. A list of the courses follows:

- c32a Business English
- cn22 Mathematics for Dental Auxiliaries
- cn23 Chemistry for Dental Auxiliaries
- cn24 Physics for Dental Auxiliaries
- cn26 Dental Anatomy and Physiology
- cn27 Dental Materials and Metallurgy
- cn28 Operative Dentistry Laboratory Techniques
- cn30 Prosthodontic Laboratory Techniques
- cn32 Crown and Bridge and Ceramic Laboratory Techniques
- cn34 Orientation, Ethics, Professional Relatives and Business Management.

Completion of the entire program leads to a Certificate in Dental Technology.

More complete information is available upon request.

NOTE: *With a few exceptions, the numbers are the same as in the University cataloque.*

DEPARTMENT OF ANTHROPOLOGY

c41. GENERAL ANTHROPOLOGY. Credit, 3 semester hrs.
Mr. Greene. *24 assignments.*

A basic introduction to man as a species and as a producer of customs and culture. The evolution of mankind, physical anthropology, modern varieties and races, and human capabilities. The fundamental culture developments of human history with a general study of the functioning principles of culture. Study of selected culture areas.

Texts:

Benedict, *Patterns of Culture* (1960), $1.95
Honigmann, *The World of Man* (1959), $10.50
Childe, *What Happened in History* (1942), $1.25
Mead, *Coming of Age in Samoa* (1961), $1.75
Collier, *Indians of the Americas* (1947), 75¢
Ruesch, *Top of the World* (1949), 50¢
Singh, *Train to Pakistan*, $1.25

DEPARTMENT OF ART

c33. HISTORY AND INTERPRETATION OF PAINTING. Credit, 3 semester hrs.
Professor Schnorrenberg and Assistant. *24 assignments.*
Sophomore, Junior, Senior elective

An introduction to the history and interpretation of art, tracing the development of painting in Western Civilization through the Renaissance.

Gombrich, *The Story of Art* (1966), $5.50
95 University Prints, set $2.50
38 Taurgo Prints, set $2.00

SCHOOL OF BUSINESS ADMINISTRATION

c71. ACCOUNTING PRINCIPLES I. Credit, 3 semester hrs.
Professor Terrill or Mr. Dailey. *25 assignments.*

Fundamental accounting principles applied to the recording of business activities and to the reporting of the financial results for single proprietorships, partnerships, and corporations.

Texts:

Finney and Miller, *Principles of Accounting—Introductory*, 6th Ed., $9.95
Accounting Forms for Solutions, Group B Problems in Finney and Miller, *Principles of Accounting—Introductory*, 6th Ed., $4.95
Wentworth, Montgomery, Gowen, and Harrell, *The Accounting Process—A Program for Self-Instruction* (1963), $3.50 (paperback)

DEPARTMENT OF DRAMATIC ART

c30. INTRODUCTION TO THE THEATRE. Credit, 3 semester hrs.
Mrs. Lamont. *24 assignments.*
Sophomore, Junior, Senior elective.

Dramatic Art c30 is designed to give the student a general knowledge and understanding of the nature of the living theatre of the

Western world from ancient Greece to the present. A thorough study of six representative plays.

Texts:

Goodman, *Drama on Stage* (1961), $5.95
Whiting, *An Introduction to the Theatre*, Rev. Ed. (1961), rent, 3 months for $1.25

c155. PLAYWRITING. Credit, 3 semester hrs.
Professor Patterson. *25 assignments.*

A practical course in the writing of the stage play. A study of the principles of dramatic construction based on consideration of the sources of dramatic literature. Requirements include the writing of a short play based on a scenario or story from a selected group, and the writing of an original one-act play (or a portion of a full-length play corresponding in length, accompanied by a scenario of the entire work). Both plays will be written under the guidance of the instructor, with criticisms and suggestions from inception to final form.

Texts:

Cooper, *Preface to Drama* (1955), $5.50
Epps, *The Poetics of Aristotle* (1942), 95¢

SCHOOL OF EDUCATION

c41. THE INTRODUCTION TO THE STUDY OF EDUCATION. Credit, 3 semester hrs.
Professor Hennis. *25 assignments.*

A survey of education in the United States. Areas of study include organization and administration of education, history of education, problems and issues in education, and professional opportunities.

Texts:

DeYoung and Wynn, *American Education*, 5th Ed. (1964), $7.50
Hughes, *Education in America* (1965), $7.95
Latest Biennial Report of the Superintendent of Public Instruction of North Carolina, may be borrowed free of charge
Progress Report of Curriculum Study, Recommendations to Date, may be borrowed free of charge

c71. EDUCATIONAL PSYCHOLOGY. Credit, 3 semester hrs.
Professor Brantley. *25 assignments.*

Designed to provide teachers and prospective teachers with those psychological skills and insights which are necessary to successfully guide the growing, learning, and adjustments of children. Considers such topics as: the nature of the learner; the nature of learning and factors which influence school learning; nature of individual differences; mental hygiene; and evaluation.

Texts:

McCollough and Van Atta, *Introduction to Descriptive Statistics and Correlation: A Program for Self-Instruction* (1965), $2.95
Morse and Wingo, *Psychology and Teaching* (1962), $8.95
Morse and Wingo, *Readings in Education Psychology* (1962), $3.50
Tyler, *Tests and Measurements* (1963), $1.95

c93. SURVEY AND EVALUATION OF BOOKS AND RELATED MATERIALS FOR CHILDREN. Credit, 3 semester hrs.
Mrs. Mouzon. *25 assignments.*

This course is designed to acquaint students with the field of children's literature so that they may make use of its wide variety of materials in their work with children. The development of

ability to know, select and present literature to children in the first through the eighth grades.

Texts:

Basic Book Collection for Elementary Grades, 7th Ed. (1960), $2.00
Johnson, Sickels, Sayers, *Anthology of Children's Literature*, 3rd Ed. (1959), $10.50
Eaton, *Read With Children* (1940), rent, 75¢ for 2 months
Robinson, *Reading About Children's Literature* (1966), $3.95
Arbuthnot, *Children & Books*, 3rd ed., (1964), rent, $1.00 for 2 months

c99. THE SECONDARY SCHOOL. Credit, 3 semester hrs.
Professor Tarbet. *25 assignments.*

This course emphasizes the purpose and practices of the modern secondary school in providing for the education of the adolescent boy or girl. This includes a study of the purposes and objectives, the curriculum, including co-curricular activities, the guidance services, and stresses issues and trends in secondary education.

Texts:

Douglass, *Secondary Education in the United States* (1964), $6.75
Bent and Kronenberg, *Principles of Secondary Education*, 4th Ed. (1961), rent, $1.50 for 3 months.
Gall and Hicks, *Modern Secondary Education* (1964), rent, $1.25 for 3 months

c143. SOCIAL AND EDUCATIONAL HISTORY OF THE UNITED STATES. Credit, 3 semester hrs.
Mr. Bourdeaux. *24 assignments.*

The purpose of this course is to present the evolution of the educational practices and institutions of the United States.
NOTE: *This course is accepted as the equivalent of History 170.*

Texts:

Edwards and Richey, *The School and the American Social Order*, 2nd Ed. (1963), $7.95
Gross and Chandler, *The History of American Education Through Readings* (1964), $5 50
Meyer, *An Educational History of the American People* (1957), $7.50

c155. THE TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL. Credit, 3 semester hrs.
Professor Hounshell. *26 assignments.*

This course presents something of a philosophy underlying the teaching of science in the elementary school (including the seventh and eighth school years) and a complete coverage of procedures and equipment needed for carrying out a program in science in those years. It also seeks to give a background of understanding in different areas of science.

Texts:

Carin and Sund, *Teaching Science through Discovery* (1964), $8.75
Hone, *Teaching Elementary Science: Sourcebook for Elementary Science* (1962), $8.50
Blough, Schwartz, and Huggett, *Elementary School Science and How to Teach It*, 3rd ed., $9.95

c156. ARITHMETIC IN THE ELEMENTARY SCHOOL. Credit, 3 semester hrs.
Professor Ballew. *24 assignments.*

This course deals with the organization and selection of subject matter in arithmetic with modern methods of teaching the subject in the elementary school.

Text:

Heddens, *Today's Mathematics: A Guide to Concepts and Methods in Elementary School Mathematics* (1964), $6.60

c160. CURRICULUM CONSTRUCTION. Credit, 3 semester hrs.
Mr. West. *25 assignments.*

The general principles and techniques of curriculum construction on both elementary and secondary school levels comprise the major part of the course. Special attention will be focused upon recent trends in curriculum revision and organization in modern schools.

Texts:

Gwynn, *Curriculum Principles and Social Trends*, 3rd Ed., (1960), $7.75
Lee and Lee, *The Child and His Curriculum* (1960), $6.95

c171. GROWTH AND DEVELOPMENT OF THE SCHOOL CHILD. Credit, 3 semester hrs.
24 assignments.
Professor Reilly.

A course designed to acquaint the student with the important areas of growth and development. An attempt is made to introduce relevant research which focuses on translation of growth and development principles into new concepts and methods as they might apply to the educational process.

Texts:

Hurlock, *Child Development*, 4th Ed. (1964), rent, $1.75 for 3 months
Baller, *Readings in the Psychology of Human Growth and Development* (1965), rent, $1.50 for 3 months
Rosenblith and Wesley, *The Causes of Behavior II—Readings in Child Development and Educational Psychology*, 2nd Ed. (1966), rent, $1.50 for 3 months

c180. INTRODUCTION TO THE STUDY OF EXCEPTIONAL CHILDREN. Credit, 3 semester hrs.
24 assignments.
Professor Wyne.

This course is designed primarily for students who are planning to be or are already a part of the school setting. While the content of the course is geared to educators who serve exceptional children in the public schools, it is hoped that parents and others who in any way have contact with exceptional children will find their understanding increased. Its general purpose is to provide some insights into the terminology of exceptional children, how to identify them, what their basic characteristics generally are, their fundamental needs, the relationship of their major deviation to their mental health and that of their parents, and what school curriculums meet their needs.

Texts:

Dunn, *Exceptional Children in the Schools* (1963), $8.50
Bettelheim, *Love Is Not Enough* (1950), $1.50
Baruch, *One Little Boy* (1952), $3.50

DEPARTMENT OF ENGLISH

c0. ENGLISH COMPOSITION. Non-credit.
Mrs. Flora. Fee, $45.00.
25 assignments.

English c0 is especially concerned with mastery of the sentence as a grammatical unit, with clarity of thought and mechanical correctness as specific objectives. Students may remove composition conditions by completing this course with a grade of C.

Texts:

Hodges, *Harbracc College Handbook*, 5th Ed. (1962), $4.50
Smith and Liedlich, *From Thought to Theme:* A Rhetoric and Reader for *College English* (1965), $3.95
Upon request: a college dictionary, $6.75

c1. ENGLISH COMPOSITION AND RHETORIC. Credit, 3 semester hrs.
Mrs. Flora. *25 assignments.*

This course has for its object the mastery of the sentence and the relation of sentence structure to paragraph structure.

Texts:

Kane and Peters, *Writing Prose: Techniques and Purposes* (1964), $3.95
Hodges, *Harbrace College Handbook* (1967), $3.95
Upon request: a college dictionary, $6.75

c2. ENGLISH COMPOSITION AND RHETORIC. Credit, 3 semester hrs.
Mrs. Flora. *24 assignments.*

The purpose of English c2 is to develop fluency and effectiveness in writing and to develop critical and thoughtful reading habits. Although there is a limited review of punctuation and grammar, the emphasis is on using these for more effective writing rather than on learning basic principles.

Texts:

Baker, *The Practical Stylist* (1962), $2.25
Baker, *The Essayist* (1963), $2.50
Sale, *Wuthering Heights, Emily Brontë,* (Norton Critical Edition) (1963), $1.95
American College Dictionary (1961 or later) $6.95

c21. ENGLISH LITERATURE. Credit, 3 semester hrs.
Professor Barnes. *25 assignments.*

This course is an introduction to English literature through the study of representative works of Chaucer, Shakespeare, and Milton.

Texts:

Dunn, *A Chaucer Reader* (1952), $2.75
Craig, *An Introduction to Shakespeare* (1952) $3.50
Hanford, *The Poems of John Milton,* 2nd Ed. (1953), $4.75
Thrall, Hibbard, and Holman, *A Handbook to Literature* (1960), $4.50

c22. ENGLISH LITERATURE. Credit, 3 semester hrs.
Mrs. King. *25 assignments.*
Sophomore elective.

A survey of English literary masterpieces of the 18th and 19th centuries from Swift through Arnold.

Texts:

Baugh and McClelland, *English Literature: A Period Anthology* (1954), $9.50
Shelley, *Frankenstein,* 95¢
Dickens, *Great Expectations,* 95¢
Defoe, *Robinson Crusoe,* $1.45
Smollett, *Humphry Clinker,* paperback, 60¢

c32. BUSINESS ENGLISH. Credit, 3 semester hrs.
Mr. Adams. *24 assignments.*

A course in the vocabulary, forms and literature of the business profession with special attention to letters of application and inquiry; routine, collection, adjustment and sales letters, business reports, and technical articles. Specimen letters are studied and critized and actual business problems solved through written work.

Texts:

Menning and Wilkinson, *Communicating Through Letters and Reports* (1963), $8.25
Lesikar, *Report Writing for Business* (1965), $8.00

c32a. **BUSINESS ENGLISH.** Credit, 2 semester hrs.
Mr. Adams. *16 assignments.*

This course is similar to English c32. Students should not take both courses.

Texts:

Menning and Wilkinson, *Communicating Through Letters and Reports* (1963), $8.25

c34. **CREATIVE WRITING: AN ANALYSIS OF FICTION.** Credit, 3 semester hrs.
Professor Wright. *25 assignments.*

A composition course designed primarily to offer students an opportunity for short story analysis and the writing of four stories. The work of various well-known authors will be studied. There is also study in the field of general literary principles.

Texts:

West and Stallman, *The Art of Modern Fiction* (1949), $4.25 (used)
Epps, translator, *The Poetics of Aristotle* (1942), 95¢
Critical analysis fee, $5.00

NOTE: *Applicants for English c34 and English c35 who are not working for degree credit should send to the Bureau, for the instructor's consideration, a sample manuscript of their work and a fee of $1.00. They will be advised to enroll for English c34 or English c35 on the basis of the manuscript.*

c35. **CREATIVE WRITING: THE SHORT STORY (Advanced).** Credit, 3 semester hrs.
Prerequisite, English c34, or the equivalent. *25 assignments.*
Mr. Eaton.

The major aim of this course is to discover and develop the creative writing abilities of students in the planning and preparing of short stories. There are no set assignments but students accomplish the equivalent of three semester hours' work by writing five or six stories.

No text

c36. **ENGLISH GRAMMAR.** Credit, 3 semester hrs.
Professor Donovan. *25 assignments.*

A study of modern English grammar with special attention to such current problems as the confusion of grammatical terminology, attacks on traditional rules, conflict between prescriptive and descriptive grammar. The course is designed especially for prospective English teachers, but others may take it.

Texts:

Stedd, *A Short Introduction to English Grammar* (1959), $5.75
Upon request: Baugh, *A History of the English Language*, rent, $1.25 for 3 months

c43. **THE ENGLISH NOVEL.** Credit, 3 semester hrs.
Professor Barnes. *25 assignments.*

This is a course in the development of the English novel, particularly in the eighteenth and nineteenth centuries. Special attention is given to the works of Jane Austen, Scott, Dickens, Thackeray, and George Eliot.

Texts:

Wagenknecht, *Cavalcade of the English Novel* (1954), $8.50
Fielding, *Tom Jones*, paperback, $1.25
Smollett, *Humphry Clinker*, paperback, 60¢
Austen, *Pride and Prejudice*, paperback, 45¢
Scott, *The Heart of Midlothian*, paperback, $1.95
Thackeray, *Vanity Fair* $1.95, paperback, 90¢
Eliot, *Adam Bede*, paperback, 60¢
Dickens, *Little Dorrit*, $2.25

c58. SHAKESPEARE. Credit, 3 semester hrs.
Mr. Lucht. *25 assignments.*

A study of Shakespeare's plays. About twenty representative comedies, tragedies and histories will be studied. Recorded plays are available on a rental basis.

Texts:

Neilson and Hill, *The Complete Plays and Poems of William Shakespeare*, New Cambridge Ed. (1942), $10.50
Neilson and Thorndike, *The Facts About Shakespeare*, Rev. Ed. (1941), $2.25
Upon request only: Picture cards, set, rent, 10¢ a month
Records, 33 1/3 r.p.m., *Hamlet*, with John Gielgud, rent, $4.00 for 1 month

c72. ENGLISH LITERATURE, 1780-1830. Credit, 3 semester hrs.
Mrs. Wenzel. *25 assignments.*

A course in the literature of the English Romantic Period, the purpose of which is to acquaint the student with the best thought and feeling of the time. Special attention is given to the greater poets: Coleridge, Wordsworth, Scott, Byron. Shelley, and Keats.

Texts:

Woods, *English Poetry and Prose of the Romantic Movement*, Rev. Ed. (1950), $11.50
Bernbaum, *Guide Through the Romantic Movement*, Vol. I, 2nd Ed. (1949), rent, $1.00 for 3 months

c81. AMERICAN LITERATURE: BEGINNINGS TO 1865. Credit, 3 semester hrs.
Professor Bain. *25 assignments.*

This course is a survey of American writing from the beginnings to 1865. The course begins with a brief examination of selected works of such figures as Edward Taylor, Benjamin Franklin, and Jonathan Edwards. But the major focus of the course will fall upon the following 19th century writers: Emerson, Thoreau, Poe, Hawthorne, and Melville.

Text:

The American Tradition in Literature, eds. Sculley Bradley, Richmond Croom Beatty, and E. Hudson Long, Volume I, Third Edition (New York: W. W. Norton & Company, 1967), $8.45

DEPARTMENT OF GEOGRAPHY

c38. INTRODUCTION TO GEOGRAPHY. Credit, 3 semester hrs.
Professor Basile, or Assistant. *25 assignments.*

This course surveys the field of geography in a broad manner, emphasizing the elements of physical environment particularly as they relate to man, his distribution, and his economic development over the face of the earth. For those who will not take any more formal geography, the course gives the student a well-rounded knowledge of the fundamentals of the discipline, and it also serves as a firm base for those who plan to continue their geographic studies.

NOTE: *UNC students, upon completion of this course, may not take only laboratory work to convert this course to the residence course for purposes of: (1) receiving 4 credits instead of 3, or (2) meeting part of the University graduation requirement regarding laboratory science. Students completing satisfactorily either the corespondence course*

or the residence course may not take the other course for credit.

Texts:

Kendall, Glendinning, and MacFadden, *Introduction to Geography*, 3rd Ed. (1962), $9.75
Goode, *World Atlas*, 11th Ed. (1960), rent, $1.50 for 3 months

c157. GEOGRAPHY OF NORTH AMERICA. Credit, 3 semester hrs.
Professor Smith. *25 assignments.*

This course comprises a regional study of North America with emphasis on the portion occupied by English-speaking peoples. A brief introduction to the continent as a whole, with emphasis on climate, terrain, and natural resources as fundamental bases of the present geographic pattern, is followed by a study of each of the several regions in light of its own geographic conditions and its place in the whole geographic pattern. A detail study of Southeastern United States climaxes the course.

Texts:

White, Foscue, and McKnight, *Regional Geography of Anglo-America*, 3rd Ed. (1964), $9.95
Physiographic Diagram of the United States, $1.00
Raisz, Landforms of the United States (map), 75¢
Set of maps, 40¢
Upon request only: *Hammond's Comparative World Atlas*, Desk Ed. (1964), 75¢

DEPARTMENT OF GEOLOGY

c11. PHYSICAL GEOLOGY. Credit, 4 semester hrs.
Staff. *30 assignments.*
Sophomore, junior, senior elective.

Nature and origin of minerals and rocks, volcanoes, earthquakes, interior of the earth, mountains, soil, subsurface water, coastal features, landscape, and the geologic work of glaciers, streams, and wind. Laboratory materials will be furnished by the Bureau of Correspondence Instruction.

Texts:

Croneis and Krumbein, *Down to Earth*, Text Ed. (1936), $2.95 (paperback)
Monnett and Brown, *The Principles of Physical Geology* (1950), $4.00 (used only)
10 sheets of graph paper, 10¢
Lab fee, $10.00

c42. HISTORICAL GEOLOGY. Credit, 4 semester hrs.
Staff. *30 assignments.*
Sophomore, junior, senior elective.
Prerequisite, Geology c11.

A broad study of the geological history of the earth and its inhabitants, as revealed chiefly in earth records. A scientific and cultural course. Laboratory materials will be furnished by the Bureau of Corespondence Instruction.

Texts:

Moore, *Introduction to Historical Geology* (1949), $4.00 (used only)
Croneis and Krumbein, *Down to Earth*, Text Ed. (1936), $2.95
Physiographic Diagram of the United States, $1.00
Geological Map of the United States, $1.25
Lab fee, $10.00

DEPARTMENT OF GERMANIC LANGUAGES

NOTE: *The German Department will accept no more than six semester hours' credit of German by correspondence for fulfilling the language requirement. However, all work taken by correspondence beyond the language requirement will be acceptable for credit by the Department.*

c1. ELEMENTARY GERMAN. Credit, 3 semester hrs.
Professor Reichert, staff. *25 assignments.*

A basic course which seeks to develop reading skill by teaching both the principles of grammar and oral reading fluency (pronunciation and intonation).

The use of the tapes or recordings of the reading material is required.

Texts:

Schinnerer, *Beginning German*, Rev. Ed. (1956), $4.95
Meyer, *Auf dem Dorfe* (1964), $1.20
EITHER records (33-1/3 r.p.m.), $7.50
OR tapes: 3-3/4 inches per second, $5.50 double track or $7.50 single track
7-1/2 inches per second, $7.50 double track or $9.50 single track
Specify speed and single or double track.

c2. ELEMENTARY GERMAN. Credit, 3 semester hrs.
Professor Reichert, staff. *25 assignments.*
Prerequisite, German 1 or the equivalent.

This is a secondary course in which reading skill is further developed and the principles of grammar briefly reviewed. From the first readings in simplied German the student is gradually led to the superb style of the Austrian writer, Arthur Schnitzler. The use of records or tapes is required.

Texts:

Schinnerer, *Continuing German* (1936), $4.25
Meyer, *In der Stadt* (1964), $1.10
Schnitzler, *Der Blinde Geronimo und Sein Bruder*, (1959), $1.30
Goedsche and Glaettli, *Sutter*, Book I (1955), 90¢ (optional)
Goedsche and Glaettli, *Steuben*, Book II (1955), 90¢ (optional)
EITHER records (33-1/3 r.p.m.), $7.50
OR tapes: 3-3/4 inches per second, $5.50 double track or $7.50 single track
7-1/2 inches per second, $7.50 double track or $9.50 single track
Specify speed and single or double track.

c3-c4. INTERMEDIATE GERMAN. Credit, 3 semester hrs. each.
Professor Reichert, staff. *25 assignments each.*
Prerequisite, German 1-2 or the equivalent.

These courses are designed to develop speed and accuracy in reading German, and to acquaint the student with some of Germany's outstanding prose writers. German c3 entails in addition to the reading a thorough grammar review. German c4 includes works by Eichendorff, Hesse, and Mann, and introduces an easier work by Kästner for sight reading.

Texts:

German c3
Röseler, *German in Review*, 3rd Ed. (1961), $4.40
Hesse, *Knulp*, (1932), $2.25
Fleissner, *Deutsches Literatur Lesebuch*, 3rd Ed. (1959), $3.20
German c4
Eichendorff, ed. Osthaus, *Aus dem Leben eines Taugenichts* (1892), $2.95
Mann, ed. Kelly, *Tonio Kröger* (1959), $1.65
Hesse, ed. Peebles, *Drei Erzählungen* (1950), rent, $1.00 for 3 months
Kästner, *Emil und die Detektive*, Rev. Ed. (1945), $2.80

c21. GERMAN LITERATURE. Credit, 3 semester hrs.
Professor Reichert, staff. *25 assignments.*
Prerequisite, German 1-2-3-4 or equivalent.

German c21 is an introductory course in modern German literature (1870-1950), which serves both to further reading aptitude and to acquaint the student with eminent authors of this period.

Texts:

Feise and Steinhauer, *German Literature Since Goethe, Part Two: An Age of Crisis, 1870-1950* (1958), $5.25
Feise and Steinhauer, *General Vocabulary to German Literature Since Goethe*, 60¢

c22. GERMAN LITERATURE. Credit, 3 semester hrs.
Professor Reichert, staff. *25 assignments.*
Prerequisite, German 1-2-3-4 or equivalent.

German c22 covers the period from 1770-1870, emphasizing the German classical writers including Goethe, Schiller, Kleist, and Grillparzer.

Texts:

Grabert and Mulot, *Geschichte Der Deutschen Literatur*, $3.80
Grillparzer, ed. Meyer, *Der Traum ein Leben* (1902), 50¢
Lohan, *The Golden Age of German Literature*, 2nd Rev. Ed. (1945), $3.75

c24. EXPOSITORY GERMAN. Credit, 3 semester hrs.
Professor Reichert, staff *25 assignments.*
Prerequisite, German 4 or equivalent.

Readings in modern German prose in the fields of science, philosophy, literature and fine arts. Essays by such writers as Einstein, Planck, Freud, Nietzsche, Jaspers, Schweizer, Gropius. Graduates will also find the course valuable as an aid in preparing for the language examinations required for an advanced degree. The course is open to those who have completed the equivalent of four courses in German and have a basic knowledge of German vocabulary and grammar. German c24 may be substituted for German 21 to satisfy the language requirement for non-majors.

Text:

Lehmann, Rehder, & Beyer, *Spectrum* (1964), $7.95

DEPARTMENT OF HISTORY

c1. MODERN CIVILIZATION. Credit, 3 semester hrs.
Professor Godfrey. *25 assignments.*

This is an historical study of the institutions of western civilization, designed to promote an understanding of the social, political, and economic aspects of the modern world.

Texts:

Brinton, Christopher, and Wolff, *Modern Civilization: A History of the Last Five Centuries* (1957), $9.95
Hofstadter, Miller, and Aaron, *The United States: The History of a Republic* (1957), rent, $1.75 for 3 months
Palmer, *A History of the Modern World* (1956), rent, $1.25 for 3 months

c2. **MODERN CIVILIZATION.** Credit, 3 semester hrs.
Professor Godfrey. *24 assignments.*

This is a continuation of Modern Civilization c1, to be taken only by those who have had that course or the equivalent.

Texts:

Brinton, Christopher and Wolff, *Modern Civilization: A History of the Last Five Centuries* (1957), $9.95
Ebenstein, *Today's Isms* (1967), $3.75
Hofstadter, Miller, and Aaron, *The United States: The History of a Republic* (1957), rent, $1.75 for 3 months
Hunt, *Social Science* (1955), rent, $1.50 for 3 months
Brinton, *Ideas and Men: The Story of Western Thought* (1950), rent 75¢ for 1 month

c30. **RUSSIA FROM EARLIEST TIMES TO THE EMANCIPATION OF THE SERFS, 862-1861** Credit, 3 semester hrs.
24 assignments.
Mr. Lavery.
Sophomore, junior, senior elective.

Consideration will be given to the political, economic, religious, and cultural trends which underlie the development of the Russian state and society and their positions in the modern world.

Texts:

Riasanovsky, *History of Russia* (1963), $8.00
Riha, ed., *Readings in Russian Civilization* (1964):
Vol. I, "Russia Before Peter the Great, 900 to 1700," $3.75
Vol. II, "Imperial Russia, 1700 to 1917," $3.75
Harcave, *Readings in Russian History*, Vol. I (1962), $3.75

c31. **RUSSIA AND THE SOVIET UNION FROM 1861 TO THE PRESENT.** Credit, 3 semester hrs.
24 assignments.
Mr. Lavery.
Sophomore, junior, senior elective.

A survey of the history of Russia from 1861 through modern times. This course enables the student to obtain some insight into the political, religious, and cultural trends which underlie the development of Russian state and society and their positions in the modern world.

Texts:

Riasanovsky, *History of Russia* (1963), $8.00
Riha, ed., *Readings in Russian Civilization* (1964):
Vol. II, $3.75
Vol. III, $3.75
Harcave, *Readings in Russian History*, Vol. II (1962), $3.75
Hook, *Marx and the Marxists* (1955) Anvil #7, $1.45

c41. **ANCIENT HISTORY.** Credit, 3 semester hrs.
Mr. Watkins. *24 assignments.*
Sophomore, junior, and senior elective.

A course dealing with the hostory of the Orient, Greece, and Rome to the time of Constantine. Particular attention will be paid to social and economic conditions, and cultural and religious developments.

Texts:

Roebuck, *The World of Ancient Times* (1966), $11.50

c42. MEDIEVAL HISTORY. Credit, 3 semester hrs.
Mr. Watkins. *25 assignments.*
Sophomore, junior and senior elective.

This course deals with the history of Western European civilization during the Middle Ages (300-1500). Special emphasis is given to the economic-social and cultural developments during the late Roman Empire, the so-called "Dark Ages," the age of the Crusades and the Renaissance.

Texts:

Stephenson, *Mediaeval History: Europe from the Second to the Sixteenth Century*, 4th Ed. (1962), $8.75
Downs, *Basic Documents in Medieval History* (1959), $1.45
Maps, 20¢

c44, c45. ENGLISH HISTORY. Credit, 3 semester hrs. each.
Professor Godfrey. *25 assignments each.*
Sophomore, junior, senior elective.

History c44 is a survey of English history from the earliest times to 1714, while History c45 covers the period from then until 1954.

Texts:

History c44
Smith, *A History of England*, 3rd Ed. (1966), $8.75
History c45
Smith, *A History of England*, 3rd Ed. (1966), $8.75
Trevelyan, *History of England*, Vol. III (1954), $1.25

c46. LATIN AMERICAN HISTORY: COLONIAL AND REVOLUTIONARY PERIODS. Credit, 3 semester hrs.
24 assignments.
Miss Bowden.
Sophomore, junior, senior elective.

History c46 surveys the development of Latin America from its pre-Columbian Indian civilizations to the establishment of independent governments in most of the region during the first quarter of the nineteenth century. As well as the political institutions and organization, the economic, social, and cultural progress is studied.

Texts:

Fagg, *Latin America: A General History* (1963), $9.75
Bannon, ed., *The Spanish Conquistadores, Men or Devils?* (1960), $1.25
Pike, ed., *The Conflict Between Church and State in Latin America* (1964), $2.50
Whitaker, ed., *Latin America and the Enlightenment* (1960), $1.75
Maps 40¢

c47. LATIN AMERICAN HISTORY: NATIONAL PERIOD Credit, 3 semester hrs.
24 assignments.
Professor Woodward.
Sophomore, junior, senior elective.

This course surveys the development of civilization in Latin America from the establishment of its independence from European powers to the present. The course deals not only with the internal history of the Latin American nations, but also with their relations with one another and with the role of that region in the world. By exploring the major trends and movements in the political, cultural, social, and economic life of the area, the course enables the student to make meaningful interpretations of Latin America's past.

Texts:

Fagg, John E., *Latin America: A General History* (1963), $9.75
Bierck, ed., *Latin American Civilization: Readings and Essays* (1967) $5.95

c48. **LATIN AMERICAN HISTORY: 1500-1815.** Credit, 3 semester hrs. *24 assignments*

An introductory survey of the history of Europe from about 1450 to 1815.

Texts:

Clough, et al, *Early Modern Times* (1964), $4.95
Clough, et al, *The European Past: Reappraisals in History from the Renaissance through Waterloo*, Vol. I, (1964), $4.95
Ausubel, ed., *The Making of Modern Europe*, Vol. I: *The Middle Ages to Waterloo*, $7.50
Elton, ed., *Renaissance and Reformation: 1300-1648* (1963), $2.50
Rowen, *From Absolutism to Revolution:1648-1848* (1963), $2.50
Lee, *Base Map for European History* (1937), 8¢

c49. **MODERN EUROPEAN HISTORY SINCE 1815** Credit, 3 semester hrs. *24 assignments.*

History c49 is an introductory course in the history of Europe since 1815.

Texts:

Ausbel, ed., *The Making of Modern Europe*, Vol. II: *Waterloo to the Atomic Age* (1951), $7.95
Clough, et al, *The European Past*, Vol. II: *Since Waterloo* (1964), $3.95
Clough, et al, *Modern Times: A History of the Western World* (1964), $4.95
Fox, *Atlas of European History* (1957), $3.95
Weber, ed., *The Western Tradition from the Enlightenment to the Atomic Age*, 2nd ed., (1965), $3.95

c71, c72. **AMERICAN HISTORY.** Credit, 3 semester hrs. each
Mr. Greer.
Sophomore, junior, senior elective. *25 assignments, each.*

A general survey of the history of the United States. The first course begins with Columbus' discovery of America and goes to the end of the Civil War; the second begins at this point and continues to the contemporary period.

Texts:

History c71
Williams, Current, Freidel, *A History of the U. S.*, Vol. I (1964 Revised), $8.75
History c72
Williams, Current, Freidel, *A History of the U. S.*, Vol. II (1964 Revised), $8.75

c143. **AMERICAN DIPLOMATIC HISTORY.** Credit, 3 semester hrs.
Mr. McGee. *25 assignments.*
Junior-senior elective.
Prerequisite, American History.

This course is a chronological treatment of American foreign relations from 1763 to 1953. It discusses important characters and events in our diplomatic history and traces the origin and development of basic trends in our foreign policy.

Text:

Bailey, *A Diplomatic History of the American People*, 7th Ed. (1964), $8.50

c161. **NORTH CAROLINA, 1584-1835.** Credit, 3 semester hrs.
Professor Lefler. *25 assignments.*
Junior-senior elective.

A survey of the political, social, economic and cultural development of North Carolina from the first settlement until 1835.

Texts:

Lefler and Newsome, *North Carolina: The History of a Southern State* (1963), $5.90
Lefler, *North Carolina History Told By Contemporaries*, 4th Ed. (1965), $7.50

c162. NORTH CAROLINA, 1835-1963. Credit, 3 semester hrs.
Professor Lefler. *25 assignments.*
Junior-senior elective.

A survey of political, economic, social and cultural development in North Carolina since 1835.

Texts:
Same texts as for History c161

c170. SOCIAL AND EDUCATIONAL HISTORY OF THE UNITED STATES.
For full information, see description of Education c143 under Department of Education.

ITALIAN

NOTE: *The Department of Romance Languages will accept no more than six semester hours' credit of Italian by correspondence for fulfilling the language requirement. However, all work taken by correspondence beyond the language requirement will be acceptable for credit by the Department.*

c1. ELEMENTARY ITALIAN. Credit, 3 semester hrs.
Mrs. Greenfield. *24 assignments.*

This course aims at a thorough knowledge of the basic grammatical patterns so that the student may not only acquire a good level of proficiency in Italian conversation, but also grasp the general principles governing the structure of the language.

Texts:
Hall and Bartoli, *Basic Conservational Italian* (1963), $6.20
Recordings, $8.50 (33 1/3 r.p.m.)

c2. ELEMENTARY ITALIAN. Credit, 3 semester hrs.
Mrs. Greenfield. *24 assignments.*
Prerequisites, Italian c1 or equivalent.

This course, a continuation of Italian c1, is designed to develop reading and writing skills in addition to guiding the student toward further mastery of the fundamentals of the Italian language.

Texts:
Hall and Bartoli, *Basic Conservational Italian* (1963), $6.20
Speroni and Golino, *Panorama Italiano,* (1960), $5.20
Recordings, $8.50 (33 1/3 r.p.m.)

c3. INTERMEDIATE ITALIAN. Credit, 3 semester hrs.
Mrs. Greenfield. *24 assignments.*
Prerequisites, Italian c1 and c2 or equivalent.

This course is designed to develop further the student's knowledge of the Italian language with emphasis on reading and writing.

Texts:
Young and Cantarella, *Corso d'Italiano* (1942), $6.50
Marraro, H. R., *Scrittori Italiani Moderni* (1960), $3.50

c4. INTERMEDIATE ITALIAN. Credit, 3 semester hrs.
Mrs. Greenfield. *24 assignments.*
Prerequisites, Italian c1, c2, and c3 or equivalent.

A continuation of Italian c3, this course aims at a thorough knowl-

edge of the Italian language through reading a varied spectrum of Italian contemporary prose and writing in Italian on a variety of given topics.

Texts:

Young and Cantarella, *Corso d'Italiano* (1942), $6.50
Olken and Musa, *Strada Facendo* (1966), $6.50
Olken, ed., *Racconti del Novecento: Forti e Deboli* (1966), $3.25

LATIN

c1. ELEMENTARY LATIN. Credit, 3 semester hrs.
Mr. Graves. *24 assignments.*

This course is concerned with introducing the student to the principles of Latin necessary for the translation of Latin into English. A pronunciation record is required.

Texts:

Ullman, Henderson, and Henry, *Latin for Americans, First Book* (1962), $4.88
Recording, $2.50

c2. ELEMENTARY LATIN. Credit, 3 semester hrs.
Mr. Graves. *24 assignments.*

This course is designed primarily to develop the ability to read and translate Latin prose. Two books of Caesar's *Gallic Wars* will be read.

Texts:

Ullman, Henderson and Henry, *Latin for Americans, Second Book* (1962), $5.28

c3. INTERMEDIATE LATIN. Credit, 3 semester hrs.
Mr. Graves. *24 assignments.*
Prerequisite, two years of high school Latin, or two semesters of college Latin.

The course comprises the translating of Cicero's *First Oration against Cataline* and *In Defense of Archias.* Attention is also given to vocabulary, grammatical forms and syntax, and to the basic stylistic devices of Cicero's prose.

Texts:

Ullman and Suskin, eds. *Latin for Americans, Third Book* (1965), $5.90
Bennett, *New Latin Grammar* (1962), $3.50
Cowell, *Cicero and the Roman Republic* (1962), $1.95

c4. INTERMEDIATE LATIN. Credit, 3 semester hrs.
Mr. Graves. *24 assignments.*
Prerequisite, Latin c3 or equivalent.

This course has a dual purpose: to polish the student's ability to translate Latin prose and to introduce him to Latin poetry. The work includes careful translation of selected lines and verses, an introduction to the scansion of Latin heroic poetry and a thorough review of Latin forms and syntax, an analysis of certain of the literary features encountered in Ovid and Livy, and a thoughtful, comprehensive review of Laistner's *The Greater Roman Historians.*

Texts:

Gould and Whiteley, *Livy, Book One* (1952), $2.50
Gould and Whiteley, *Ovid: Metamorphoses,* Book VIII (1940), $1.75
Bennett, *New Latin Grammar* (1962), $3.50
Laistner, *The Greater Roman Historians* (1963), $1.50
De Selincourt, *Livy: The Early History of Rome* (1960), $1.65

c8. LATIN COMPOSITION. Credit, 3 semester hrs.
Mr. Graves. *25 assignments.*
Prerequisites, four years of high school Latin, or two year of college Latin.

This course will begin with translation into Latin of detached sentences illustrating the general principles of syntax and word order; the second half of the course will deal with continuous narrative and with questions of diction and style.

Texts:

Barss, *Writing Latin, Book II* (1903), $2.50

c21. SELECTIONS FROM LATIN POETRY. Credit, 3 semester hrs.
Mr. Graves. *24 assignments.*
Prerequisites, four years of high school Latin, or two years of college Latin.

The primary purpose of the course is to perfect the student's ability to translate and scan Latin epic poetry. A strong secondary emphasis is placed on literary appreciation.

Texts:

Gould & Whiteley, *P. Vergilius Maro, Aeneid, Book Eight* (1965), $1.60
Gould & Whiteley, *P. Vergilius Maro, Aeneid, Book 12* (1962), $1.50
Humphries, *The Aeneid of Virgil* (1951), $1.70
Mackail, *Virgil & His Meaning to the World Today* (1963), $2.95
Bennett, *New Latin Grammar* (1962), $3.50

c22. LATIN POETRY. Credit, 3 semester hrs.
Mr. Graves. *24 assignments.*
Prerequisite, four years of high school Latin, or two years of college Latin.

The course comprises the reading of about two-thirds of the poems of Catullus. Emphasis is put on content, literary form and appreciation, and versification.

Texts:

Merrill, ed. *Catullus* (1951), $4.00
Bennett, *New Latin Grammar* (1962), $3.50
Lewis, *Elementary Latin Dictionary* (1918), $10.00 (sent only on request)
Wheeler, *Catullus and the Traditions of Ancient Poetry* (1964) $1.95

DEPARTMENT OF MATHEMATICS

cnA. PLANE GEOMETRY. Non-Credit.
Professor Wigley. Fee, $45.00.
27 assignments.

A course designed to enable the student to acquire a thorough knowledge of the facts of plane geometry needed for continued work in mathematics and allied subjects. This course will be accepted by the University to remove a deficiency in plane geometry for admission. The material covered in this course, if taken in high school, would require one full school year, being equivalent to one unit.

Texts:

Schorling, Clark, Smith, *Modern-School Geometry* (1948 or 1954), $3.80
Sent only request: Geometric compass, 20¢
Ruler scale protractor, 5¢

cnR. CONTEMPORARY ALGEBRA. Non-Credit.
Mr. Campbell. Fee, $45.00.
30 assignments.

This is a contemporary approach to the algebra of real and complex numbers. It is the equivalent of what was formerly called

Intermediate Algebra. The manner in which the subject is treated is in line with the new approach now being introduced into the schools at both the elementary and secondary levels.

Texts:

Heimer, Kocher, Lottes, *A Program in Contemporary Algebra* (1963), $7.40. (Series of five books)

c7. COLLEGE ALGEBRA. Credit, 3 semester hrs.
Professor Wigley. *25 assignments.*

This course treats the fundamental operations of algebra and emphasizes the solution of linear and quadratic equations.

Text:

Cameron and Browne, *College Algebra*, Rev. Ed. (1956), $6.95

c8. PLANE TRIGONOMETRY. Credit, 3 semester hrs.
Mr. Campbell. *25 assignments.*

This course concerns itself with the definitions of the trigonometric functions, their relations to each other, and the application of these functions and log tables to the solutions of plane triangles.

Texts:

Palmer, Leigh and Kimball, *Plane and Spherical Trigonometry*, 5th Ed. (1950), with tables, $5.95
Protractor, 5¢

NOTE: *Math. c31-c32-c33 in total are equivalent to the resident sequence bearing the same numbers, but separately are not their equivalents. The entire sequence must be either by correspondence or on campus.*

c31. ANALYTIC GEOMETRY. Credit, 3 semester hrs.
Professor Hoyle. *25 assignments.*
Prerequisites, Math c7 and c8.

This course includes the standard treatment of lines, conic sections, transformation of coordinate systems by translation and rotation, polar coordinates, parametric equations, lines and planes in solid analytic geometry.

Texts:

Sisam and Atchison, *Analytic Geometry*, 3rd Ed. (1955), $6.95
Hill and Linker, *Brief Course in Analytics* (1960), used, $3.00 (sent only on request)
10 sheets of Polar Co-ordinate Paper, 30¢

c32. DIFFERENTIAL CALCULUS. Credit, 3 semester hrs.
Professor Hoyle. *25 assignments.*
Prerequisite, Math c31.

This course is devoted primarily to a study of the derivative and its applications in elementary differential geometry, physics, and the theory of maxima and minima. In the latter part of the course an introduction to the theory of infinite series is followed by a study of Taylor's series.

Text:

Granville, Smith, Longley, *Elements of the Differential and Integral Calculus*, New Rev. Ed. (1962), $8.75

c33. INTEGRAL CALCULUS. Credit, 3 semester hrs.
Professor Hoyle. *25 assignments.*
Prerequisite, Math c32.

A first course in integral calculus.

Text:

Same text as for Mathematics c32

c4. FUNDAMENTALS OF MUSIC. Credit, 2 semester hrs.
Mr. Steelman. *15 assignments.*

A study of the rudiments of music; scales, intervals, and elementary harmonic material with practice in melody writing. The student must haves access to a piano. Dictation exercises are required.

Texts:

Wedge, *Ear-Training and Sight-Singing* (1949), $3.50

c14. HARMONY. Credit, 3 semester hrs.
Mr. Steelman. *25 assignments.*
Prerequisite, Music 4 or equivalent.

Music c14 deals with the major and minor scales, their primary triads in root positions as well as in inversions, accented and unaccented passing notes, auxiliary notes, six-four and dominant seventh chords, diminished and augmented triads.

Texts:

Kitson, *Elementary Harmony*, Part I (1961), $2.55
Staff paper, 25¢

c15. HARMONY. Credit, 3 semester hrs.
Mr. Steelman. *25 assignments.*
Prerequisite, Music 14 or equivalent.

Music c15 deals with the secondary or diatonic chords of the seventh and their particular uses. Changing notes, anticipations, and chromatic passing notes are added to the vocabulary, and elementary modulation is brought in to enrich the scope of melodic expression. Suspensions with their rich dissonances add to the general interest.

Texts:

Kitson, *Elementary Harmony*, Part I (1961), $2.55
Kitson, *Elementary Harmony*, Part II (1961), $2.05
Staff paper, 25¢

c47. HISTORY OF MUSIC. Credit, 3 semester hrs.
Mr. Nelson. *24 assignments.*

A survey of music from antiquity to the development of opera and related forms in Italy and their spread to other countries in the seventeenth and early eighteenth centuries. This early history concerns primarily vocal music in various forms.

Texts:

Grout, *A History of Western Music* (1960), $8.50
Sachs, *Our Musical Heritage*, 2nd Ed. (1955), rent, $1.00 for 3 months
Parrish and Ohl, *Masterpieces of Music Before 1750* (book and 3 records), (1951), and *2000 Years of Music* (2 records), to be returned, $10.00

c48. HISTORY OF MUSIC. Credit, 3 semester hrs.
Mr. Nelson. *24 assignments.*

This course commences with the emergence of independent instrumental music and its apogee in Bach and Handel; continues with the developments leading to the Classic styles of the later eighteenth and early nineteenth centuries, the music of the Romantic Era as well as symphonic and solo literature of the nineteenth

century; and concludes with the various trends and directions music has taken in the twentieth century.

Texts:

Grout, *A History of Western Music* (1960), $8.50
Sachs, *Our Musical Heritage*, 2nd Ed. (1955), rent, $1.00 for 3 months
Required recordings, to be returned, $10.00

DEPARTMENT OF PHILOSOPHY

c21. INTRODUCTORY LOGIC. — Credit, 3 semester hrs.
Mrs. Woodward. — *24 assignments.*

This course provides an introduction to the fundamental concepts and techniques of modern logic. Among the topics covered are the nature of logic, the propositional calculus, quantification theory, and methods of formal evaluation of arguments.

Text:

Copi, *Symbolic Logic*, 3rd Ed. (1967), $7.50

DEPARTMENT OF POLITICAL SCIENCE

cn1. CITIZENSHIP. — Non-Credit.
Professor Wager. — Fee, $8.00.
21 assignments.

This course in citizenship is offered in cooperation with the United States Immigration and Naturalization Service to persons in the state who wish to become citizens of the United States. It is designed especially for those who cannot attend citizenship classes. Several sections of the course are available, the number of assignments for each varying.

c41. THE GOVERNMENT OF THE UNITED STATES. — Credit, 3 semester hrs.
Mr. Klein. — *24 assignments.*

A general course dealing with the national government of the United States. Attention will be directed to the forces influencing the structure and operation of the national government in making and implementing policy and to the role of government in American society.

Texts:

Irish and Prothro, *The Politics of American Democracy*, 3rd Ed. (1965), $8.95
Scott and Wallace, *Politics USA: Cases on the American Democratic Process*, 2nd Ed. (1965), $4.50

c51. STATE GOVERNMENT IN THE UNITED STATES. — Credit, 3 semester hrs.
Professor Monroe. — *25 assignments*

A study of the principles, organization, and administrative methods and functions of the state governments.

Texts:

Frost, *Cases in State and Local Government* (1961), $4.95
Maddox and Fuquay, *State and Local Governments* (1962), $8.50
Morlan, *Capitol, Courthuse, and City Hall*, 2nd Ed. (1960), $3.95

DEPARTMENT OF PSYCHOLOGY

c26. GENERAL PSYCHOLOGY. — Credit, 4 semester hrs. including one lab. hr.
Mr. Gruder. — *25 lecture and 8 laboratory assignments.*
Sophomore, junior, senior elective.

The aim of this course is to present some of the essential phenomena and basic controversies in psychology. The material

covered centers around the topics of brain function, developmental processes, motivation and emotion, learning, personality, mental health and social behavior, with emphasis on the scientific study of these areas.

Texts:

Hilgard, *Introduction to Psychology*, 3rd Ed. (1962), $8.95
Teevan and Jandron, *Student Guide with Programmed Units: For Hilgard's Introduction to Psychology*, 3rd Ed. (1962), $3.00
Scientific American Reprints, $3.00

DEPARTMENT OF RELIGION

c28. THE ORIGIN AND SIGNIFICANCE OF THE BIBLE. Credit, 3 semester hrs. *25 assignments.*
Professor Efird.

This course is an introduction to the literature of the Bible, with special consideration of the impact of the Hebrew-Christian faith upon modern man as he seeks a religious orientation in the contemporary situation.

Texts:

The Holy Bible, Revised Standard Version, $6.50
Smith, *Know Your Bible Series* (Studies 1, 2, 6, 8, 11, 12), $2.25

RUSSIAN

c1. ELEMENTARY RUSSIAN. Credit, 3 semester hrs. *25 assignments.*
Professor Gasinski.

Introductory course designed to lay foundation of grammar and to convey basic reading and pronunciation skills. The use of tape recordings or records is required.

Texts:

Fayer, Pressman and Pressman, *Simplified Russian Grammar* (1957), $4.75
Fayer, Pressman and Pressman, *Workbook for Simplified Russian Grammar* (1958), $2.60
EITHER records (33-1/3 r.p.m.), $7.50
OR tapes: 3-3/4 inches per second, $5.50 double track or $7.50 single track
7-1/2 inches per second, $7.50 double track or $9.50 single track
Specify speed and single or double track.

c2. ELEMENTARY RUSSIAN. Credit, 3 semester hrs. *25 assignments.*
Professor Mihailovich.

The course is designed to help the student build on the foundations laid in Russian c1 in the language, and progress further toward mastery of the fundamentals of Russian phonology and grammar. Tapes or recordings required.

Texts:

Same texts as for Russian c1.
EITHER records (33-1/3 r.p.m.), $7.50
OR tapes: 3-3/4 inches per second, $5.50 double track or $7.50 single track
7-1/2 inches per second, $7.50 double track or $9.50 single track
Specify speed and single or double track.

c3. INTERMEDIATE RUSSIAN. Credit, 3 semester hrs. *25 assignments.*
Professor Gasinski.
Prerequisites, Russian c1 and c2, or equivalent.

The objective of this course is the completion of the basic Russian grammar. Extensive exercises are designed to consolidate

the knowledge acquired in the first two courses especially of the more difficult parts of grammar.

Texts:

Stilman and Harkins, *Introductory Russian Grammar* (1964), $7.75

c4. INTERMEDIATE RUSSIAN. Credit, 3 semester hrs.
Professor Mihailovich. *25 assignments.*
Prerequisites, Russian c1, c2, and c3, or equivalent.

In this course, the Russian grammar is thoroughly reviewed. At the same time, the student is exposed to short readings in Russian literature. A separate textbook and a record provide for basic and useful conversations.

Texts:

Zavacki and Folejewski, *Intermediate Russian* (1962), $5.25
Ivanov, *The Saga of the Sergeant* (1966), 95¢
Maltzoff, *Russian Conversations for Beginners* (1959), $1.00
Record, *Russian Conversations* (33-1/3 r.p.m.), $4.98

DEPARTMENT OF SOCIOLOGY

Sociology

c51. INTRODUCTION TO SOCIOLOGY. Credit, 3 semester hrs.
Mr. Davis. *24 assignments.*
Sophomore, junior, senior elective.

A general course dealing with the structure and function of contemporary societies and social relationships. A study is made of the way societies are formed, how they achieve their organization and unity, and the way they change.

Texts:

Chinoy, *Society: An Introduction to Sociology* (1961), $6.95
Selected Articles from The Bobbs-Merrill Reprint Series in the Social Sciences, rent, $1.25 for 3 months

c52. SOCIAL PROBLEMS. Credit, 3 semester hrs.
Mr. Rousseau. *25 assignments.*

An introductory course with primary emphasis on both the positive and pathological features of society.

Texts:

Horton and Leslie, *The Sociology of Social Problems*, 3rd Ed. (1965), $7.95
McGee, *Social Disorganization in America* (1962), $1.95 (paperback)
The following may be secured from the Bureau if not available locally:
Supplementary texts:
Merton and Nisbet, *Contemporary Social Problems* (1961), rent, $1.50 for 3 months
Clinard, *Sociology of Deviant Behavior* (1963), rent, $1.50 for 3 months
Cuber, Harper, and Kenkel, *Problems of American Society*, 4th Ed. (1964), rent, $1.50 for 3 months

c62. MARRIAGE AND THE FAMILY. Credit, 3 semester hrs.
Mr. Binderman. *25 assignments.*
Sophomore, junior, senior elective.

This course will present social science materials dealing with marriage and family life. The aim is to allow the student to develop a greater understanding and appreciation of the American marriage and family system.

Texts:

Kephart, *Family, Society and the Individual* (1961), $8.25
Sussman, *Sourcebook in Marriage and the Family* (1963), $4.95
Udry, *The Social Context of Marriage* (1966), rent, $1.50 for 3 months
Le Masters, *Modern Courtship and Marriage* (1957), rent, $1.25 for 3 months

c125. THE NEGRO. Credit, 3 semester hrs.
Mr. Aldrich. *25 assignments.*
Junior and senior elective.

This course includes a study of the American Negro's historical and cultural background, aspects of Negro life and the problems of race relations.

Texts:

Frazier, *The Negro in the United States, Rev. Ed.* (1957), $8.95
Myrdal, *An American Dilemma* (1944 or 1962), paperback, $6.90

Recreation Administration

c73. COMMUNITY RECREATION. Credit, 3 semester hrs.
Miss Fortune. *25 assignments.*

This course contains materials of study concerning the foundations of organized recreation—background and theories, principles and objectives; social and economic factors; public, private and commercial interest in recreation; the social institutions' and government's relation to recreation.

Texts:

Meyer and Brightbill, *Community Recreation*, 3rd Ed. (1963), $8.25
Doell and Fitzgerald, *A Brief History of Parks and Recreation in the United States* (1954), rent, 50¢ for 1 month
Meyer and Brightbill, *Recreation Administration* (1956), rent, 75¢ for 1 month

SPANISH

NOTE: *The Department of Romance Languages will accept no more than six semester hours' credit of Spanish by correspondence for fulfilling the language requirement. However, all work taken by correspondence beyond the language requirement will be acceptable for credit by the Department.*

c3-c4. SPANISH COMPOSITION. Credit, 3 semester hrs. each.
Professor Sharpe. *24 assignments each.*
Prerequisite, either two years of high school or one year of college Spanish.

The object of these courses is to provide the student with an opportunity to acquire practice in reading and writing Spanish.

Texts:

Spanish c3
Crawford, *Temas Españoles* (1963), $3.20
Hills and Reinhardt, eds., *Fortuna and Zaragüeta* (1963), $3.40
Spanish c4
Adams, *Brief Spanish Review Grammar and Composition* (1962), $4.20
Alarcón, *El Sombrero de Tres Picos* (1960), $3.80
Casona, *Los Arboles Mueren de Pie* (1953), $4.20

c21-c22. SPANISH LITERATURE. Credit, 3 semester hrs. each.
Professor Sharpe. *24 assignments each.*
Prerequisites, Spanish 3-4, or 14-15 or the equivalent.

Spanish c21 is a general survey of Spanish literature from the beginning through the 16th and 17th centuries. There is the reading of masterpieces of the period including selections from Cer-

vantes and Calderón. Spanish c22 gives a general survey of Spanish literature since the classical period, with special stress on the 20th century.

Texts:

Spanish c21
- Pattison, *Representative Spanish Authors*, (1958), Vol. I., $4.95
- Adams, *The Heritage of Spain*, (1959), $6.95
- Simpson, *Poem of the Cid*, (1959), $1.25
- De Rojas, *Celestina*, rent, 1 month, 50¢

Spanish c22
- Patt and Nozick, *The Generation of 1898 and After* (1963), $4.75
- Zorilla, ed. Adams, *Don Juan de Tenorio* (1957), $1.95
- Alarcón, *El Capitán Veneno* (1925), $2.52
- Adams, *The Heritage of Spain* (1959), $6.95

The General College Requirements

The following information is inserted so that correspondence students may select their courses in line with the requirements for credit at the University of North Carolina should they desire to do so. Those interested in a bachelor's degree should be guided by the University Catalogue. The University Catalogue should be consulted for information regarding grade averages and other requirements for graduation. The courses recommended in the first two years are designed to provide a general, well-rounded, liberal education. The amount of correspondence work accepted for degree credit is explained on page 5.

With a few exceptions and limitations, all General College students are required to complete in their freshman and sophomore years a program of twenty selected courses as well as physical education (4 semesters). The twenty courses are ordinarily distributed as follows:

English

1, 2, 21

Social Sciences

Modern Civilization 1, 2, and one other

Natural Sciences

3 courses (one must be physical, one must be biological, the third may be either or may be sophomore math)

Foreign Language

Through 21 (if high school language); 1, 2, 3, 4, (if new language is elected)

Mathematics or Latin or Greek or Logic

Mathematics (two courses) or
Latin or Greek (two courses in either) or
Philosophy 21, 31 or
Philosophy 21 or 31 and one course in mathematics

Electives

6 courses which in some programs may be freely chosen by the student from the list of electives (see below) and in other programs will include specified courses required for a particular degree.

GENERAL COLLEGE ELECTIVES

These are courses recommended by the departments for students choosing electives at the freshman-sophomore level. Well qualified students, however, are not limited to this list in choosing electives, but no General College student may register for courses numbered above 99 without approval of the department and the dean.

Underlined courses may not be taken for credit by students registered in the College of Art and Sciences.

DIVISION OF THE FINE ARTS

Art	30, 35, 36, 37, 38, 44, 45, 46
Dramatic Art	30*, 31, 51, 57
Music	14*, 15*, 41, 42, 43, 44, 45, 47*, 48*
Radio	45, 58

DIVISION OF THE HUMANITIES[1]

Art	30, 35, 36, 37, 38, 44, 45, 46
Classics:	Greek 1-2, 3, 4, 21, 22
	Latin 1*-2*, 3*, 4*, 21*, 22*, 51, 52, 53
	Classics <u>31, 32</u> (courses in English translation)
Dramatic Art	30*, 31, 51, 57
English	<u>22*, 23, 25, 26</u>
German	1*-2*, 3*, 4*, 21*, 22*, 31, 32
History	30*, 31*, 41*, 42*, 44*, 45*, 46*, 47*, 48*, 49*, 71*, 72*
Journalism	53
Music	14*, 15*, 41, 42, 43, 44, 45, 47*, 48*
Philosophy	20, 21*, 22, 31
Radio	45, 58
Religion	28*, 30, 32, 45

1. The School of Business Administration recommends the following electives in the humanities for those who wish a substitute for language 21: Art 30, 35, 36, 37, 38; Classics 31, 32; English 22*, 23, 25, 26; Music 41, 42, 43; Philosophy 20, 21*, 22, 41; Religion 28*, 30, 32, 45.

* Offered by Correspondence Instruction.

Roman Languages:	French 1-2, 3, 4, 14, 15, 21, 22, 40, 41, 50, 51, 52
	Italian 1*-2*, 3*, 4*, 14, 15, 50, 51
	Portuguese 1-2, 3, 4, 14, 15
	Spanish 1-2, 3*, 4*, 14, 15, 21*, 22*, 40, 41, 50, 51, 52
Russian	1*-2*, 3*, 4*, 21, 22, 31
Speech	37, 41, 44

DIVISION OF THE NATURAL SCIENCES

Astronomy	31, 32
Botany	11, 44, 51, 52, 53
Chemistry	11, 12, 21, 43, 44, 51
Geography	38*
Geology	11*, 41, 42*
Information Science	10
Mathematics	31*, 32*, 33*
Philosophy	20, 21*, 22, 31
Physics	20, 24, 25, 26, 27
Psychology [2]	20, 26*, 27, 28
Zoology	11, 41

DIVISION OF THE SOCIAL SCIENCES

Anthropology	41*, 42
Economics	31, 32
Education	41*
Geography	48
History	30*, 31*, 41*, 42*, 44*, 45*, 46*, 47*, 48*, 49*, 71*, 72*
Philosophy	20, 21*, 22, 31
Physical Education	41 (men), 42 (women), 77
Political Science	41*, 42, 51*, 52, 56
Sociology	51*, 52*

2. Psychology 28 may not be counted to meet General College requirements in Laboratory Science.

* Offered by Correspondence Instruction.

UNIVERSITY EXTENSION DIVISION

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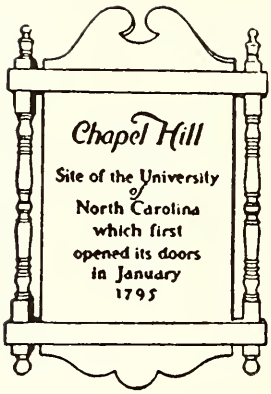
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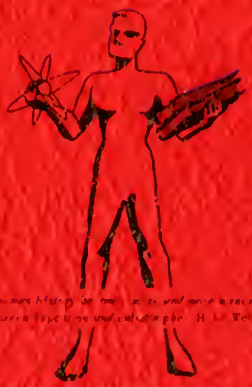
Site of the University
of
North Carolina
which first
opened its doors
in January
1795

Writers by Moonlight: VI

Edited by

Manly Wade Wellman



The Evening College

of

The University of North Carolina

W R I T E R S B Y M O O N L I G H T: VI

Some Examples of Work by

Students of Creative Writing

in the Evening College

University of North Carolina

1968

Edited by Manly Wade Wellman

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FOREWORD

These are exercises by students of the 1968 spring class in Creative Writing of the Evening College of the University of North Carolina. All of the six pieces were prepared as assignments in the course. They were read aloud, discussed and constructively criticized by members of the class, revised and re-revised.

They must be accepted as writings by amateurs, but it seems to me that they are good efforts, by authors who perhaps need not continue to be amateurs, who may well become professionals.

Manly Wade Wellman
Chapel Hill, North Carolina
May 21, 1968

MAMIE SALTER'S BOY

American Gothic, this might be called; it's the sort of story you might hear in an old, remote town anywhere, the story of the old, empty house and what happens when someone goes in and never comes out. Use of words here seems to be the use of the right words, most of the time. If it's fantastic, it becomes believable.

Mary Bouldin, at 22, was youngest of the class. She was born in Nashville, Tennessee, and when she wrote this she was a senior at the University of North Carolina. She has worked in special education for the mentally retarded, and hopes to contribute to the sort of literature that may help such people. This is her first published work of fiction.

MAMIE SALTER'S BOY

by Mary Bouldin

Time drips through the old Salter house with the monotony of a leaking spigot. For over a century now it has been peeping out of its primeval forest wall at the changing world. Time stops abruptly at the end of the over-grown gravel drive that runs from the asphalt street to the sagging front porch. Over the years the hand-made red clay bricks have been chipped and flaked in a continuous battle with the relentless weather. A few rusting hinges and one drooping, naked shutter remain to testify to more habitable days. Yet the house stays, majestically commanding the rotting estate like a slowly dying matriarch. In a neighborhood that bustles with young families, it stands as a barren, vengeful testimony to the past. After what happened to Jamie Patterson last June, nobody goes near the place.

As eight-year-olds go, Jamie was boisterously normal. The sound of his Christmas cowboy boots penetrated all the boyish crannies in Hopsen. With the rest of his gang, he explored and exploited all the resources that a town the size of ours could offer. Since Hopsen got its start way back in 1796, nothing much has changed. The vacant fields and old houses that bewitched Jamie were the same ones that had enticed his father. The size of Hopsen never bothered Jamie. He knew it up and down. In his relentless search for fun and danger, he had left no possibilities untried. Nothing was safe from his infinite curiosity.

To the other kids in town, the name of Jamie Patterson meant excitement. It also meant you'd probably get the switch when your folks found out what you'd been up to. To the older people he was notorious for precocious questions and pranks.

Whenever the latest Jamie story was related, people would laugh and say, "What that boy can't think of!"

Poor Rev. Cox, the Episcopal rector, nearly changed parishes because of Jamie's persistent questions about exactly where heaven was and how people got there if they were dead. Joe Conners down at the A & P had to stand guard over the automatically opening doors. Jamie would squander whole afternoons going in and out trying to figure out what made those doors work. Mrs. Hughes, the librarian, used to raise her voice in exasperation as he clomped through the library for the thousandth time. "Will you PLEASE go outside and be quiet!" she'd hiss.

At the times when adult patience would snap, his eyes would fill with righteous hurt and tears. An early summer tan accented his huge brown eyes and shaggy sun-blond hair. The tears seemed out of place on the handsomely rugged little man. But like most of Jamie's moods, the tears were soon sacrificed to some new adventure.

It happened early last June, just a couple of weeks after school got out. Jamie had been playing Jungle Jim in Herbert Brown's apple trees. Herbert guards those trees as if they were tax deductable. They're all he has since May died two years ago, and he didn't like the idea of those boys climbing in his sacred grove. When he came lathering into the orchard, all the boys had run. All the boys except Jamie that is. Herbert had given him a real verbal thrashing about tearing up other people's property and threatened to call Jamie's dad. Jamie got his usual look of hurt indignation on his face and stalked away.

Nobody thought much about it. After all, Herbert's been chasing those boys out of that orchard since they got big enough to climb the fence. The only difference was that Jamie never came home for supper.

Catherine Patterson called all over town trying to find him. She never did like to keep supper waiting.

"He was in the orchard again," Herbert told her. "I chased him and that bunch out around four o'clock. They went down the road toward the McKinsey place."

Using this bit of information, she had called Eddie Farrington's house. Much to her surprise, Eddie was home.

"Where is Jamie?" she asked.

"Well. . . ." Eddie's hesitation did nothing to calm the rising sense of uneasiness which she felt. "We thought he went home. We went down to the old Salter house to see if we could find those secret rooms. Jamie hid. We could hear him walking around, but we couldn't find him. When it got quiet, we figured he had tried to trick us by sneaking off. Then McKinsey came over and ran us out. He said it wasn't safe to be in that old house. So we left."

"Thanks, Eddie." Catherine's mind was whirling. "I'll call Paul McKinsey."

"No," Paul told her. "I didn't see Jamie with the others. But now that you mention it, I did think I heard someone upstairs. I just thought it was one of the loose boards creaking. If it'll make you feel better, I'll go over there and check."

Catherine couldn't put her finger on it, but she knew in her heart that something was wrong. Outside, the new summer night was nestling slowly into a humid dark. The night swallows twitched through the fading ribbons of dusk as one by one the lights were coming on in the houses along the street. In her own kitchen, supper was congealing in the dishes.

"Jim," she turned to her husband. "Jim, he should be home. You don't think. . . ."

"Look, honey, he's a boy, remember?" Jim Patterson's voice was warmly reassuring.

Had it not been for the worried look in his eyes, Catherine might have been comforted. His eyes were the surgeons that laid bare his soul and mind. They revealed all his secrets. Jamie had eyes just like that. Darkness and quiet concern oozed into the room.

The ringing phone barged into the silence. Jim hastily fumbled to turn on the lamp as he reached for it.

"Yes. Mumhuh. We're on our way. Thanks Paul."

He turned to Catherine. "Paul found a belt. He thinks it might be Jamie's." He looked at his wife's anxious face. "Come on, honey, let's go find our little scallywag."

The headlights caught the sway of the over-grown weeds that rustled dryly in the evening wind. Paul McKinsey was waiting for them near the swaybacked front porch.

Catherine shuddered. "This place looks even worse at night. I wish they would tear it down."

"You know," Paul hesitated, "when I went back for the second time, I could have sworn I heard someone tromping around on the landing. When I went up there, all I could find was this belt. The dust hadn't even been moved."

Jim looked up at the sinister vacant eyes of the old house.

"Didn't Doc Anderson used to say that the original Salters built some secret passages to hide from Indians?"

Paul nodded in agreement. "That's what the old folks say. I've been living next door for forty-odd years and I've never seen one. They must have hid them pretty well."

Catherine nudged them on. "We might as well get started. Knowing Jamie, he'll be the one to find those passages if they exist."

The beam of the flashlight feebly punched holes in the deep blackness. A few haggard pieces of furniture still loitered about the deserted rooms. The bookshelves in the library were broken and empty. Outside the crickets were chirping to the tune of the night sounds.

They searched the house carefully from the small attic to the fungus-ridden basement. Nothing. The only sounds were the dying echoes of their own voices.

"Well, guess he isn't here. Maybe he went over to Tod Moore's or down to. . ."

The sound was very distinct. How many times had they heard it at home? Cowboy boots clattering down the stairs two at a time.

"Jamie!" Catherine cried with relief as she stumbled toward the stairs. "Jamie!"

The faltering flashlight could find nothing. A sudden burst of cool air made them shiver.

"I know I heard it. It was Jamie. Jim, wasn't it Jamie?" Catherine's voice pleaded.

Jim tried to comfort her, but he felt helpless. "Jamie! Jamie! Cut this out and come here this instant, young man!"

The night strained as they listened. Only the crickets and the sigh of the house could be heard above their tense breathing.

"Must have been our imaginations," Paul offered.

Jim stood gazing up the stairs. "All three of us at once? Pretty good coincidence, don't you think?"

From the tomblike darkness the sound of their child came crying. How many times had he cried that same way when he needed help?

"Mom, Mom," Jamie's voice came from the attic.

Jim started in amazement. "Now how did he get up there?"

Cautiously they climbed the protesting stairs. The light guided them down the landing to the attic. Paul started to open the door, but it only creaked in locked defiance. He tried again.

"How in blazes did this thing get locked?" Paul was bewildered. "It wasn't locked when we checked up here."

Grabbing the door knob, Catherine rattled it in desperation.

"Jamie! Jamie!" Her worry was slipping into frenzy. "Jamie, stop this!"

"Mom, Mom, help me!"

This time the pleading voice was coming from downstairs.

"Wait until I get my hands on that boy," Jim muttered as he tried to calm his wife.

Jamie wasn't downstairs.

Paul nervously wiped the sweat from his forehead. "He must have gotten into those old passages all right. Poor fellow, he probably can't find his way out. I don't know what you think, but I think we need some help."

Still staring into the darkness, Jim Patterson answered slowly, "You're right, we need some help. Call Will Farrington and have him round up some men.

Tell them to bring all the lights they can find."

Carefully the three made their way outside. Though traces of the humidity remained, the night was beginning to grow cooler. The stars were out in patches, that probably meant rain soon. Paul disappeared in the direction of his house. A rickety, snaggle-toothed picket fence separated the McKinsey home from the Salter homestead. As far back as any living member of the town can remember, those two houses have been standing side by side. In the darkness, the Pattersons huddled together, waiting.

Paul's call for help brought immediate results. Will Farrington came jogging up the driveway before Paul got back. Will's face bore the mark of a troubled father who realized the lost boy could have been his own.

"Catherine," he greeted her kindly, then turned to Jim. "Do you really think Jamie's in those passages?"

Jim nodded weakly.

"Remember when we were kids how we used to look for those things? We never even found a hollow spot in the wall." He glanced toward the driveway. "Look's like half the town is coming."

One by one the helpers solemnly filed by. Paul organized a group to start in the attic. Ken Anderson took another group and started in the basement. As they searched every inch of wall and floor, the house grew alive with their poundings and hammerings. The warm glow from their lights pushed the night back and gave the place new vitality. The hands on the clock seemed to rust with the dragging night. Women brought coffee and comforted Catherine. But the searchers found nothing.

Ken Anderson looked at the lifeless rooms. "Are you sure it was Jamie you heard?"

They were sure. The group had gathered in the front hall at the foot of the stairs to rest. The women were pouring more coffee.

"Are you sure you double-checked every room?" asked Anderson.

"You won't find him."

The sudden intrusion of a strange voice startled them. Ruth McKinsey was dimly silhouetted in the doorway, her skeletal hands almost faded into the dust gray of the woodwork.

"It isn't any use," the tiny thread of her voice barely trailed through the air. "She's got him. There isn't any use looking."

A gentle breeze caught her long black skirt and ruffled the thinning wisps of white hair around her face. Trembling with the burdens of her eighty-six years, the old lady stood grief-stricken. Raising her tired blue eyes toward the stairs she moaned, "It's enough, Mamie, enough. For the sake of the Lord, leave these boys alone!"

"Mama!" Paul McKinsey's voice sliced the spell. "Mama, you shouldn't be here, not in this chill."

Next to his fragile mother, Paul seemed to tower larger than his normal six feet. He was Ruth's youngest, born after her son David vanished. The others had all married and gone away, but Paul stayed with his mother. Folks say her mind went when David left and her health went when she had Paul.

One of the ladies stepped forward to help Paul, but the old lady drew away from them both.

"You think I'm crazy, all of you." Her eyes snapped accusingly. "But I know. I know what happened to those boys. My David, my David. . ."

She drew a long breath. "You didn't know Mamie

Salter. She was an old woman when I came to that house as a bride in the summer of sixteen. Her son Able, she used to tell me about him. He was the only boy she had. He picked a fight up town one Saturday and somebody shot him. She always used to say this town owed her another son. When I first came here she would come sit on our porch and ask when the next child was coming. From the first she liked my David. She'd give him a smile and say, 'Someday you'll be my boy.'"

A shudder rippled through her tiny body.

"Mamie died in '20. Sometimes I used to think I heard her walking around in that house after they locked it up. Then two years later David disappeared. The neighbors helped me look. We couldn't find him, but I could hear him calling me. Asking me to help him. He was in this house, I know it. He's still here. Sometimes I see his face in the window. Mamie Salter got her boy. She got my boy."

The light began dying in Ruth's eyes. "She's got another one, just like my David," she mumbled. "Just like my David."

This time she didn't protest as two of the women gently led her home. Her story fell like a heavy silence on the group. They rustled nervously, searching for words to drive away the hollow of fear that was creeping through them all.

"Mom, Mom, help me!" came the voice again.

Ken Anderson bolted for the basement. "Bring a light quick!"

Before he could reach the steps it came again. "Mom, Mom, help me!"

This time it was from the landing. As the group stood horror-struck the sounds of childish laughter and clomping cowboy boots were muffled out by the silence. Not the sounds of one child, but two.

"Jamie! Jamie!" Catherine Patterson's plea melted into convulsive tears as her husband restrained her.

"Better take her home," Paul suggested. "We'll stay here and search. I'm sure we can find those passageways before morning."

Jim nodded as he helped Catherine toward the door. The cool air seemed to put the world right. The stars, the lights from the street, the smell of late night, they were all real. As he and Catherine stumbled toward the car, Jim looked back at the house. A quick movement in a second-story window caught his eye. Jamie? He strained against the darkness trying to see. No, it couldn't have been, it must have been one of the searchers.

"Jim, did you see something?" Catherine's voice was almost pathetically childish.

He pulled her closer. The night was suddenly cold and hostile.

"No, honey, just looking, that's all." He hoped the lie didn't show.

Paul's voice came after them. "We'll let you know if we find him. Take something and go to sleep."

Jim tightened his grip on Catherine. They would never find Jamie, not tonight, not tomorrow, not any time. Somehow Jim knew it was Jamie he saw looking out at them as they left him. It was Jamie who cried to them for help. Not their son. Not the son they knew. Their Jamie was gone. He had gone to Mamie Salter. They could not help him, not now. Jim shuddered, not from the prickling dampness, but from the pain.

CHILD OF ARIES

How much truth in a dream?

Mankind has wondered that, from stone-age witch doctor to modern psychiatrist. Lewis Carroll and Mark Twain and James Jeans are among those who have speculated that the universe and we who live in it are but images in the mind of a dreamer. When that dreamer wakes, what will become of time and space and all they hold?

Here is a story about a dreamer whose dreams came true, whose dreams at last blended into life awake, and what happened then.

Mary Graves was born in Chicago. Long before she grew up and attended Carnegie Institute of Technology, Penn State and Lycoming College, she wrote and wrote, and never showed her writings to anybody. She is married to a professor of Dramatic Art at the University of North Carolina, himself a playwright, and both of them would like to write novels. This is her first published work.

CHILD OF ARIES

by Mary Graves

Little Brook Swann was born under the constellation Aries and so, according to her horoscope, born to be uncomplicated and high-spirited. But she was a fraying, soft woman, with only a shallow gray light left in her eyes. In her mid-forties by the November of nineteen sixty-three. That month, the early part, a harsh and clinging dream came to her. None of it clouded by partial sleep, she remembered each detail as if she had lived it.

A nightmare of her dear John F. Kennedy, stranger in a loathsome city. Imprisoned by crowds, riding in a car, black, with Jackie. In a long line of ceremonial cars, winding slowly suffocating streets. Shouting people, strange, no joy or hurrah. Darkness, buildings tall shutting out the light, shadows across his back. Right hand waving, the other in his left pocket trembling. Smiling, smiling at the endless mocking faces in all the windows waiting. Jackie's dress, black, the veil over her head, black. A large bunch of flowers hiding her face. Slowly passing an odd, protruding building, dark. Blank windows there. Or shades drawn. No faces. Nobody at all looking out. A shot through the shadows, soundless. Dear, dear man slumping over. Jackie covering him with flowers, blood red of all his life over the black. Outpouring blood, lilies lost in it. The motorcade, never changing pace, a disappearing black stream, carrying his emptied body. No song or march.

When Little Brook woke, her eyes saw first the carved angels on her mahogany bedpost. Blowing their heavenly horns, their wooden angel eyes filled with yellow dust of early sun, they seemed the final herald to her dream. She shuddered and massed the quilted covers closer. It will happen, she stammered. It will come true, she said in a weak, prophetic voice.

And it did, with the assassination in Dallas.

All afternoon of that day Little Brook walked. Her mood, black, under dulling, clouded skies. Inconsolable, discovering wind out of the evil southwest blowing dust across her face. Dust that felt like ashes. The prophecy nineteen days a secret and now the anguish of it spilling out. She wept, as much for herself, as for Kennedy. In Mama's Zodiac garden, up and down twelve paths, named by Mama Zodiac constellations. Paced gravel Leo seeking strength, Taurus, lingered on her own pebbled Aries. Make me simple again, not clairvoyant. Feeling no love for mysterious life forces. Mama had claimed they wandered round the world or hid in shadows. Little Brook didn't believe all Mama did, not in life after death, not really, with the fullness of her mind. But she spoke aloud in case the wind and Mama were one. And it was here Mama wanted to come afterwards. As softly as the fragile ghosts returned to cold English castles, so Mama wanted to come here. Well, if you are near, Mama, you know I'm clairvoyant. I don't want to be. Why didn't it ever happen to you? You wanted it so. Mama tried, arms outstretched, in a trance, to see the future. But Mama never got to a dead relative, never saw the future.

Long ago, under those deep and heavy oaks, under wide oak shadows, Mama had shown her there were mysterious life forces. First the ouija. Sitting with Mama on knots of oak roots. The ouija board across their knees. Doing as Mama said. Asking the ouija to answer simple childhood questions. Asking will Papa let me see Dracula at the Saturday matinee? Mama whispering to her, give in, Little Brook, give in to the ouija. Stretch your hands out, drop them easily on the board. See what happens, don't be afraid. How could she not be afraid when something unseen, unfelt, swept her own small hands across the board, right or left, yes or no? And she had not willed them to move. Yet nobody was there but herself and Mama. And Mama acting peculiar. Mama, her luminous eyes closed, her reed-thin body trembling and straight. One of those mysterious trances but Mama willed them. Afterwards Mama went upstairs and wrote on pale blue note paper to

Dr. Rhine in Durham, North Carolina, asking him about trances and how to see into the future.

Oh, and only ten days into December and a dream, somewhere happening. A plane falling, explosion, fracturing, broken pieces, bodies and metal seared and flying. Down, in the long eastern corridor between Miami and New York. Somewhere, over Virginia, there, denting clean, snowy land. Her horoscope had said, child of Aries, an unexpected event will come in December. So prepare, watch elimination and digestion. Mind and body are one. All day Little Brook listened for news and hid her face from the sun. No news came. It was a quiet day all over the world. And in Virginia, Christmas shopping.

There it was in the next day's Richmond Times. In the obituary column, words standing out as she read it like tombstone writing. Plane down, Piper Cub, with a lone pilot Mr. James Douglas, late of Farmington. Leaving behind at the home a wife and child. Oh no, I can't stand it. Mama. Who could she tell? The servants would say she was insane. And in the enormous house was but one Auntie, whose mind age had taken into an abyss of memories. Little Brook went upstairs in the west wing where Mama had lived mostly. Unlocked Mama's door. From the gold desk she took out a sheet of the pale blue note paper and began in her extravagant hand, Dear Dr. Rhine, my mother used to write you after her trances. She said you would not think people strange who could see the future. I have terrifying dreams where I see it. Please help me.

Little Brook's old aunt lay in a bed in the east wing. She was well along in natural time. At eighty-five she lay quite still under a white coverlet. And on a March night Little Brook was struck by another nightmare. It was of her Auntie. Little Brook woke up startled. She ran upstairs. Auntie, Auntie. She touched the aged face softly. Are you alive? An old eye opened. But as Little Brook held the faintly warm hand she said to herself, Auntie will go soon. And when Auntie did, and Little Brook had her body placed

under a quartz stone in a field of white dogwood, she told herself, I am clairvoyant. No doubt of it now, nothing to be done about it, like my white hair before its time, my shoes size four. It just is. It's one of those mysterious life forces gotten hold of me. I can beg, plead, on hands and knees, it won't go away. Dr. Rhine had not answered her letter. It doesn't matter. Could he stop the dreams? No. It's fate. No use fighting it. But Little Brook went into the Zodiac garden, and wept anyway.

With Auntie gone, Little Brook changed the order of the house. She closed completely the east and west wings. Locked away each room with its history. In early June she dismissed the servants. Money was getting short. Alone then, she wrote her sister in Arkansas to come for a visit. Adelaide, the summer here is as lovely as you remember it. I think it would do your poor heart good to see it again. Adelaide's answer was prompt. Oh, Little Brook, I'd love to. Horace and I will leave here about the twenty-third. Dear, how are you getting along in that monstrous house all by yourself? You never liked to be alone. Why not give it up and come out here? Mama would forgive you. We'll talk about it when I get there.

Antaries, red star, Zodiac Scorpion's heart, in a distant galaxy burning red, but in Little Brook's dream red washing out of it like temporary dye. Adelaide's red star, and with the twist of dreams, Adelaide's face appearing as Antaries paled, but the face old, Mama, Papa, Auntie, Adelaide, but it was Adelaide looking like them all. Papa's eyes, Mama's hair, Auntie's wrinkled skin. And Adelaide was sitting out among the quartz stones where Auntie lay now. And wind, such wind. Before the dream was finished, the phone rang. Little Brook heard, unfamiliar sound, ringing phone. It came with bill collectors, phone surveys, but not like this, late at night. A call from Arkansas. Adelaide wasn't coming. They turned back, Adelaide's heart ailment troubling again.

Antaries was red out there in the night sky but Little Brook knew that as Adelaide was born under Antaries so she would die under it. There was no

wringing of hands or running into Mama's Zodiac garden to weep. And when Adelaide died, that September at fifty-eight, Little Brook was left the only person named Swann she knew of in any country or county.

Now October was forming as if the Jubilee had come. But Little Brook heard only the sounds of winter near her house. Hard wind blowing brittle leaves down, down. Sometimes when she looked at the leaves she thought, die silently as you see them die, a leaf descending from a tree. She sensed the nervousness of the birds for flight. Dark clouds of them circling above the whitewashed house, a painful intertwining of wings, a momentary thudding sound. No, no, don't leave, please. But they went, disappearing beyond the harvest, the neat hedge rows and the hills in an instinctive flight from cold. By the end of the month the trees hung bare without leaf or bird. The valley was soundless as if awaiting a new event. In the house Little Brook wandered through the panelled halls of the east and west wings. She turned doorknobs of the locked rooms as if trying the lids of coffins. She touched the mahogany door of Auntie's room. What was Auntie like? She couldn't remember. Child of Aries where is your spirit, your joy? Little Brook had never liked the cold and it was cold. Even the stars of the Zodiac riding the sky were the cold winter ones. Far away on the other side of the earth, skies of spring.

At the beginning of November, a year after the first nightmare of John F. Kennedy, the feeling of prophecy came for the fifth time to Little Brook, reaching out to her in the late night. She woke, whispered into the empty house, they're over, they're over. There won't be any more dreams. She lay under the heavy covers, cold, no feeling in her feet, no light through the windows. She wondered, am I already dead. In the dream she died, died by her own hand. In the kitchen, down there, lifting down a heavy pan to snuff out the pilot light on the gas stove. Simple, turned all the burners on. No fear, like going to bed. She had stood sucking in unlit gas until she fell to the floor dead.

When will it happen? When will I do it? I should have known it had to end with me. The ouija said deaths in families come in threes and it was true. Mama and Papa and a cousin all in a year. Two brothers and a cousin in the war. Then came Auntie, then Adelaide, who else is alive but me? Little Brook got out of bed, put on her blue robe. She went into the bathroom, brushed her hair the hundred times of childhood. Washed her face clean and red. She made the bed. She went to the closet and took out a dress Mama liked, a delicate blue. She hadn't worn it for a long time. She looked at herself in the mirror. I look like Mama today. Her eyes were luminous. Child of Aries what are you doing now? Why do you feel so light? Her movements felt queer to her. Easy and free almost as her hands had felt when she gave in to the ouija.

She started walking without deciding to, out across the parlor. Her feet barely seemed to touch the deep pile of the rug. The sun was coming up, shining on the Zodiac garden. Little Brook wanted to look out through the dining-room windows. She tried to put her hand on the dining-room table but she could not will it to. Nor could she stop her feet, they kept moving her toward the dark room that was the kitchen. Her eyes seemed fixed and stiff in her head, staring at the darker shadow of the stove.

Choking sounds in her throat, sounds of fear. Her hands reached out for the pan. She did not want them to do that. Then the child of Aries was hand in hand with the fearsome dark. But she managed to cry out, oh Mama. As she had cried out, oh Mama, under wide oak shadows, sitting on knots of oak roots, when Mama was showing her how to do strange and mysterious things. Long ago.

PALM SUNDAY--1968

You will see immediately that this is not fiction, but the memory of what somebody thought and felt and hoped, on a day of mourning for a great American who had been killed in a stupid, cruel, cowardly manner.

Bitterness is kept in steadfast check here. A lot is said about race, but the race is the human race, to which all men, women, and children belong, whatever their color and whatever the place in life to which they are called.

Velverton Land was born in Martin County, North Carolina. As a boy he worked on his father's farm, and later attended North Carolina College at Durham. He is supervisor of the duplicating office at the School of Public Health of the University of North Carolina. He is married to a nurse and has two small sons. He hopes to write more, a whole book more, about what it is like to be a Negro, an American, one of the natural people of whom there are so many.

PALM SUNDAY--1968

by Velverton Land

I've walked past many wooden boxes in my short life and to me the remains within always meant the end of whatever it had been. Although that day there were no boxes or flowers, there was the feeling of death that only the mind could see. This man's death, or the thought of his death, was around me like the dust that a farmer raises when he plows a dry field on a hot, still day. I was as unsure of what would happen after the dust had settled as I was about what happens after death.

I had days to think about his death, and each day I had to choose a side of the road to walk. No matter which side I chose, I wasn't sure where it would lead.

My mind had changed direction like waves on an angry sea. Sometimes I had to use force to keep the change from ripping my mind apart and spilling its evil contents into this world that had been good to me. The world had also been good to others, but I would not speak for others, for good and bad is a personal thing.

The memorial service for Dr. Martin Luther King was a fire that left its black mark above the green fields of hope. I had suffered as a black man, and on this bright, warm sunny Palm Sunday the world that had been good to me was all black. I couldn't feel the anger or shock anymore--just sadness. I can't remember being angry; I can remember being hurt. The news of Dr. King's death saddened me. I was sad because a black leader of people had given his life trying to make this a better world. I suffered because he was a black leader of black people.

As I walked to the big red Baptist Church for the services, I saw men, women and children in groups in the yard and on the steps. Most of them wore dark

clothes or black silk arm bands. There were stacks of chairs on the large steps and two loud-speakers, silent and gray, beside the tall white columns. The door and windows had been opened to let in the cool air, but inside old women cooled themselves with paper fans.

I took a handful of programs from the brown paper box and placed myself at one door. About twenty or thirty people came by me; I handed them programs, they took seats. To me they looked like dressed chickens on a conveyer belt, moving down the aisles one behind the other.

I saw them as individuals, short, tall, fat, thin, black and white. I inspected each face; each pair of eyes, gray, green or brown; each head of hair, straight or curly. Just people, I thought. I could not see into their hearts but their faces had the look of concern. Nobody smiled. Not even the children.

From where I stood at the rear of the church, the gathering was like a field of many colored flowers in the soft spring air. Even the wasps on the ceiling moved slowly around the lights.

They came from all directions and packed themselves in the church. An usher said, "No more room on this floor; go to the basement." When the basement was packed, the doors were closed. After a while the rooms were filled with the close, sweaty smell of a gym at the end of a busy day, but it didn't bother me.

One preacher read from the Good Book, another spoke a prayer. The organ played and the people sang hymns. They began to weep, to melt like cubes of ice in a great tray. Even a little water from my eyes dampened my dark blue suit.

They told what he had said in Washington, in Memphis, and in other places he had been. They told how he lived, what he lived for, and what he died for. But most of all they said what we must live for.

"Dr. King was a giving man," one good minister

said. I asked myself, "Of all the more than 300 awards he had received, was his life our greatest award?"

When we sang "We Shall Overcome," a lady standing beside me sobbed. I took her gloved white hand with my hand and she squeezed it gently. I don't think it mattered to her that my hand was black, as long as it was human and cared; I think there was only one race--human.

When the service was over and the last hymn was sung, I watched as the human race poured itself out of the door. To me people weren't black and white anymore but one group of humanity with moist eyes and I hope, a touched heart. Then I said amen, amen.

DEAR MR. GROSSMAN

Death and taxes are sure things in life, but the daily mail can surprise you any time it arrives. See what it might be like to read the letter here considered, and just what sense the letter makes, and how it's too late to do anything whatever about it, or about what's going to happen, what's happening now that you're through reading.

Robin Wooten was born in Shelby, North Carolina and graduated from Davidson College, then took the degree of M.D. at the University of North Carolina. He is married and the father of three children. At present he is a resident in psychiatry at the North Carolina Memorial Hospital. This is his first published work of fiction. He hopes to write a novel.

DEAR MR. GROSSMAN

by Robin N. Wooten

At ten minutes past six in the afternoon, George Grossman parked his yellow Corvette in the driveway. As he locked the door, he admired again the sleek lines of the car. It sparkled in the late afternoon sun. The girls really went for the car. He looked it over once more and started up the walk to his house.

He had moved here several months before from an apartment downtown. His former landlord had received one too many complaints about George's frequent parties and finally asked him to move. A house was more private. There were fewer nosy neighbors. Not all George's women were single. Now those who weren't didn't worry so much about spending the night with him.

The house was located in a new development at the edge of town. It had a living room, den, kitchen, and three bedrooms. His nearest neighbors were fifty yards away. There was a longer drive to work in the morning, but it was worth it.

At the front door, he paused to take the mail out of the box. As he thumbed through the bills and circulars, a square, cream-colored envelope caught his eye. The handwriting was unfamiliar, but that was hardly surprising. He couldn't be expected to recognize the penmanship of all his lady friends. He sniffed the envelope curiously, but there was no hint of perfume. He looked at the address again. On second inspection it appeared decidedly masculine.

He unlocked the door and went into the living room. As he went down the hall to the den, he couldn't resist admiring himself in a large mirror hanging on the wall. He had put it there for that very purpose. His wavy blonde hair lay neatly in place. By next week he would need a haircut. His bright blue eyes twinkled back at

him from the glass. With women, George used his eyes like an extra pair of hands. They did things women couldn't resist. It was a natural rather than an acquired talent. He turned his head to the side for a view of his profile. His nose was straight and the line of his square jaw was still fairly firm. He was thirty-five, but regular work-outs at the club kept his body trim. He regarded his reflection for a moment longer and then went into the den.

The room had been intended as a guest bedroom, but George had furnished it as a den. It contained a writing desk and lamp, an easy chair and a bookcase with a few volumes on the shelves. The desk had an accompanying chair and drawers for bills and other documents. A deep pile carpet covered the floor. A portable television on a rolling stand stood in front of the easy chair. Behind the desk was a closet George used as a storage room. On occasion, when he was trying particularly hard to impress someone, he spoke of the room as his study.

He laid the letter on the desk while he removed his coat and tie. The letter intrigued him. He had few male friends, and those he had wouldn't bother to write him a letter. He draped both coat and tie on the back of the easy chair and picked up the envelope again. The neat black words of the address seemed ominous somehow.

He sat down at the desk, unbuttoned the top button of his shirt, and tore the letter open. Inside were several folded sheets of very thin stationery. The writing was the same as on the envelope, only smaller. He thumbed through to the last sheet and was surprised to see no signature. He inspected the envelope curiously. It had a city postmark but no return address. The handwriting was quite legible. The letter appeared to have been written thoughtfully and with care. He began to read:

> Dear Mr. Grossman. I address you formally because we have never met. I know you quite well, however. We have a great deal in common. Since this

familiarity is only on my part, I shall continue to address you as Mr. Grossman. I have called you other things in the past.

If you have already looked to see who I am, you are disappointed. You probably wouldn't recognize my name anyway. It is of little importance. As you read, my identity will become obvious. If my words sound stilted, there is a reason. I have revised this letter several times. I want what I have to say to be perfectly clear.

George settled himself more comfortably. He felt intrigued. He resisted the impulse to skim rapidly through the remainder.

Until six months ago, Mr. Grossman, I wasn't aware you existed. I discovered you quite by accident. I imagine other men have done the same and they have my sympathy. Until then I considered myself a reasonably happy man. I felt my marriage was happier than most. I was wrong.

George shifted slightly in the chair. So that was it. A jealous husband. He had made husbands jealous before. Once or twice he had even been threatened. Nothing had come of it. They had made a noise to impress their straying wives and that was all. He wondered why this man had chosen to write him a letter. For a moment he speculated about who the woman would turn out to be. He smiled to himself. He hoped he would remember her.

I was married to a very beautiful woman. I loved and trusted her. We enjoyed many things together, but we each had our own interests. My wife occasionally went out alone in the evening to a show or concert. I thought nothing of it. It didn't occur to me to question her. I was not even suspicious when about a year ago, she began going out more frequently. She had an explanation and I accepted it. I've said I loved Laura. I had no reason to doubt her.

Laura. How vividly the name recalled her to

George's mind. Laura of the raven hair and creamy skin. Even now he could see her standing in the doorway with tiny points of light dancing like sparks in the smoky gray eyes. She had stood there often, her soft, mobile mouth curving in a lazy smile. The tip of her tongue showing between white, even teeth. He would never entirely forget her. She had been a unique and sometimes disturbing experience. She possessed something he hadn't found in other women, before or since.

In one of his rare moments of honesty, George had wondered how a woman like Laura could have been attracted to him. She was intelligent and cultured. Above all, she was lovely. She came from another world. Frequently she had said things he hadn't understood. Sometimes she would laugh at his puzzled expression. At such times, he felt vaguely inferior as if she was enjoying a private joke beyond his comprehension.

In bed it was different. He was master there. She was his pliant and passionate subject. She made love as if each time were her last. When she lay spent and breathless beside him he was triumphant. He thought of her lying naked beside him, her hair disordered on the pillow. He felt a familiar stirring inside him. He wondered what had become of her.

He had wondered often about her husband. Laura had never spoken of him and George hadn't asked. He pictured the man as a dull, intellectual type, too preoccupied with lofty ideas to see the obvious needs of his wife. He had pitied Laura's husband and had even felt contempt for him. He felt the same now, as he read on:

> You remember Laura, Mr. Grossman. How well you remember her. One evening while she was out, I opened her writing case to borrow a sheet of stationery. Inside I found an unfinished letter to you. It was not unusual for Laura to write other men. She made fast friends among men as well as women. I would have paid no attention

> except for the opening words. She had written "I love you" and had underlined them several times. I read the rest. She described in detail the feelings inspired by your most recent sexual encounter. She seemed to be reliving it as she wrote. I couldn't believe it. The Laura I knew couldn't have written such things.

George smiled to himself. You just don't know, he thought. You really don't know.

> I left the letter as I found it. I cannot describe what I felt. She had told me she was going to a concert that evening. After reading the letter, her words seemed like a mockery. For a long time I sat thinking of what I should do or say to her. Being an overcivilized man, I decided to do nothing. If someone else was filling a need in her life, it was one I had neglected. Confronting her with my knowledge would only serve to drive her away. I vowed to give her more time and affection. In that way I might be able to win her back.

George felt a twinge of pity for the man. He remembered his first encounter with Laura in a bookstore near his office. Everything about her was attractive. Her face, her lithe figure, her long, sleek legs had had a physical impact on him. Especially striking was the contrast between her black hair and fair skin. He pretended he was buying a cook book as a gift and had asked her advice. He remembered her amused expression as if she knew what he was doing. There had been something between them from that moment. He had sensed it immediately. He prolonged the conversation and she had told him she came to the bookstore ofter after work. Thereafter George had dropped in every afternoon in the hope of seeing her. At first their subsequent meetings seemed accidental. Both knew they weren't. One afternoon George had asked her to have a drink with him. After a moment's hesitation, Laura had accepted. That had been the beginning. All the rest came later. He interrupted his reverie and returned to the letter.

It was a foolish hope. For a time I clung to it because I had no other choice. I swallowed my pride and devoted myself to her. I suggested we do more things together. I hinted that our marriage was not as close as it had been. She agreed and I hoped she might tell me what she was doing. If she had we might have worked it through and started over. She accepted my changed behavior without comment, and went out alone in the evening as often as before. If Laura was troubled by what she was doing, she didn't show it. Out life together seemed ludicrous. My work suffered. I lost sleep. At night I lay awake and watched her sleeping beside me. There were times when I almost hated her. I realized finally that she was not going to reveal her affair to me. She did not intend to give you up. I had to admit to myself that she was in love with you.

It was true. George remembered her soft lips whispering her love. He had heard the words many times before. With women love, or at least the words of love, went hand in hand with sex. In order to sleep with men, they had to delude themselves by thinking they were in love. Laura was different. She had spoken the words because she had meant them.

He was accustomed to brief, intense affairs that flamed brightly, and then burned themselves out. It had not been that way with Laura. As time passed, her passion for him seemed to grow stronger. It was a novel experience. A woman like Laura in love with George Grossman. His ego had expanded to new dimensions. He even gave up seeing other women, something he had never done before.

The room had begun to get dark. He turned on the desk lamp. The words seemed burned into the paper:

I accepted what it seemed I could not change. Laura meant so much to me I wanted to keep the part of her I had, no matter what the cost. It may sound foolish but it was true. I became consumed with morbid curiosity about you. To soothe

my damaged ego, I imagined you were all the things I am not. In my mind, you were wealthy, cultured and attractive. I reasoned that only such a man could have taken Laura away from me. I had to find out who and what you were. I don't recall this with pleasure. I was reduced to spying on my wife. I disliked myself for what I did. I loathed you for making me do it.

I followed her one evening when she went to you. Even as I watched her go into your house I could not believe it. I did not stay. I had your address. That was what I wanted. I went home and tried to close my mind to what Laura was doing.

You are far from being the man I had imagined, Mr. Grossman. It seemed as if Laura was playing a cruel joke. You are handsome enough, but cultured? Hardly. Your position with a public relations firm is a minor one, but consistent with your abilities. I also learned you have a long history of paltry affairs with a succession of women. None of them could compare with Laura. It seems you appealed to some base streak in her that I never suspected.

George felt a dull flush of anger. Who did this bastard think he was, anyway? If he couldn't hold onto his wife, that was his problem. George thought of the hours in bed with Laura with renewed relish. This guy didn't know the half of it. If he did he would really be burned.

It was quite dark outside. A cool wind had sprung up and it sighed through the trees outside the window. The house was silent. The temperature in the room had dropped and George shivered slightly. He didn't get up to change the thermostat. His attention was riveted on the letter.

In spite of this, I went on living with Laura. I went through one day at a time. I don't understand how I did it. Even now it seems unreal.

Three weeks ago I came home and found her packing. She told me she was leaving. When I asked her why, she confessed the whole shabby business. She punished herself with the telling. She had intended to leave me, she said, but now the affair was over. You were through with her. You didn't want to see her again.

I told her she didn't have to go. I begged her to stay. Together we could start again. We could put what had happened behind us. She refused. She said she could no longer live with me after what she had done. She said she wasn't sure she could live with herself. I tried to argue but she wouldn't listen. Her mind was made up.

George recalled his last meeting with Laura. She had been waiting for him one evening when he came in from work. He had given her a key to the house so she could come and go as she pleased. She told him she couldn't go on keeping their affair a secret. She was leaving her husband. She had wanted to marry George.

He had known it was too good to last. In this respect Laura was no different from the others. Sooner or later they all wanted something permanent. Laura was a remarkable woman, but George prized his freedom far too much to give it up, even for her. He tried to persuade her that marriage was foolish, out of the question, would kill love. It didn't work. She wouldn't allow him to let her down easy. She had countered his every argument. Finally he had told her he wouldn't marry her under any circumstances. He had never intended to. She had responded with tears, recriminations, even threats. He had been disappointed in her. He hadn't thought she would resort to such a display. She had broken off her tirade suddenly and had become silent. With her face a frozen mask of pain she had left the house.

He had been sorry about the way it had ended, but she had given him no choice. At first he had wished she would come back. She hadn't and after a while he

stopped thinking about her so often. There were other women. He hadn't seen her again, but the feeling persisted that it wasn't entirely over. Perhaps that was what the letter meant.

> I tried to reason with Laura, but she took her suitcase and walked out of the apartment. I didn't try to stop her. Even then I felt she would come back to me. I was willing to take her back, she knew that. For two weeks I waited for some word from her. There was nothing. On the fifteenth day, I received a telephone call from the police in a city a thousand miles away. They had found Laura alone in a hotel room. She had taken an overdose of sleeping pills. She was dead when they found her.

George stared unseeingly at the paper. Laura was dead. He couldn't believe it. Other women had talked of suicide when he had ended an affair. With them, it was nothing more than an empty threat. He had thought it was with Laura, but she had gone through with it. He was shocked into a feeling of remorse. Quickly he read on.

> I wonder what you feel, Mr. Grossman, knowing about Laura. I doubt you are capable of sorrow or regret. I will not tell you of my feelings. You wouldn't understand. I buried Laura quietly and bore my grief in silence. I blamed myself for her death. I shouldn't have let her go. I should have done something to stop her. I didn't and she died. I was responsible for her death. The burden was intolerable. As I sat alone in the days that followed, another thought grew in my mind. You were also responsible. She had offered herself to you. You had taken freely what she gave and had given nothing in return. You didn't realize the value of what you had. I realized that you and I were both guilty. I decided we both should pay.

George stirred uneasily in his chair. The tone of the letter had changed. He could suddenly imagine

this man, Laura's husband, brooding alone in the night. George was sorry Laura was dead, but she knew what she was getting into. Things like that happened. Feeling guilty about it wasn't going to bring her back. Thinking about something like that could do things to a man. Maybe that had happened to Laura's husband.

> Therefore, Mr. Grossman, I have decided to kill you. You deserve to die. The world will be better off without you. Laura will rest easier when you are dead.

George felt the prickling of hairs on the back of his neck. The wind moaned through the trees. The man writing the letter was no longer remote, unknown. He was real and he was dangerous, his reason eroded away by grief.

George was sorry about Laura, but he certainly wasn't going to die because of what had happened to her. The police shouldn't have any trouble tracing down the writer of these threats. First thing tomorrow morning he'd take the letter to them and give them Laura's name. They could take it from there. The police would get this guy. The fear he had felt began to subside. There was only a little more:

> If you are alarmed by what I have just written, Mr. Grossman, you have good reason. All that remains to tell is exactly when I intend to kill you. It will really be quite simple. Your neighbors are far away. Too far, I fear, to be of much help to you. Your door is always locked, but that poses no problem at all. You see, after I buried Laura, I went through her things. In her purse I found the key you gave her. It was almost as if she left it as a legacy to me. I wrote this letter so you would remember what you had done. I wanted you to have it clear as crystal in your mind. I don't have to explain why you received it on this particular evening, do I, Mr. Grossman? You already know what it means.

George knew. As he started from the chair, the

closet door creaked open behind him. He heard it over the sudden wild pounding of his heart. The sound froze him. A hard circle of steel pressed into the back of his neck. He had never imagined anything could feel so cold.

LAST SPRING

Old age has resolution worthy of a better cause. He endures our disdain for forty years, fifty, even sixty; and gets in close at last to dim the eyes, blur the intellect, unstring the joints, until he brings us to an easy agreement with the one he works for so tirelessly, the one whose name is Death. That's what this story is about.

Isabel Zuber was born at Boone, North Carolina, and graduated from Appalachian State Teachers' College there. Her husband is an instructor in history at Wake Forest University, and they have two children. This is Mrs. Zuber's first published work of fiction.

LAST SPRING

by Isabel Zuber

He used to have Cordy come to him at night. He'd be lying there trying to ease out the aches of the day's work, thinking where was he going to get some more two by fours to prop up the apple trees bearing too heavy and wondering if his beets were getting woody--and there she'd be, clear as pictures. He'd see her reaching down a crock off the shelf, or carrying a load of fruit jars out to sun on the fence pickets, her wide hips swaying and her skirts flapping and catching around her ankles. Or he'd see her the way she used to come out on the porch after supper when she was pregnant, the damp from doing the dishes all across her big belly. A few times he even thought he heard her in bed beside him, her breath coming full and slow.

But when he got old and tried to make her come by thinking about her, she didn't come anymore. He got out her picture, taken when she had got bad with cancer. A traveling photographer had come to the door and she determined to have her picture made for their youngest child. "I won't last much longer and he's too young to remember me when I'm gone. I want him to have something to remind him." So she got dressed and came out on the porch with Guy who was only four years old then, a scared little animal with hair down over his eyes. Their oldest girl, Violet, was a shadow in the doorway, fourteen and doing the washing, the canning, and mothering the younger ones. She had cried when he took her out of school, she had her heart so set on making a nurse.

Cordy stood up and folded her hands in front of her, though she was so weak that she had to hold on to things to move around in the house. The dress had fitted her when she was big but she had fallen off and it hung on her everywhere in folds and stood away at the neck. She looked like a little girl in her mother's clothes and her face was as scared as Guy's. The

picture didn't help him much.

The bad, wet spring before Cordy died, the dogs got into the graveyard and scratched and dug at some of the graves. At her funeral they laid in extra planks and filled the grave with big, sharp rocks. Lately it seemed to him that she couldn't come to him because the rocks were pressing her down. "Mary Cordelia," he whispered in the dark. But all he could see were those rocks.

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Zack rolled the dirt in his fingers. The ground was ready. What's more, though he hated to allow it, it might have been ready earlier and he could have missed the best time. He'd walk down to the flat now and tell his cousin's boy Owen to bring his mule and get the garden plowed. He brushed the dirt off on his gray gabardine pants and started for the house.

He had no mule. He kept no stock on the place anymore, not even a chicken or a dog. He had a fear of being laid up and not able to care for them. "A garden'll tend itself a day or two but not animals." Cats, yes. They came and went through the hole in the back door, sat on his bed and looked at him with their unpitying eyes if he didn't pour out milk for them. He never bothered about them.

Last summer his niece tried to get him to pasture one of her cows. "I've got two coming fresh at the same time and not even my gang can drink that much milk," she said.

"Sell the milk to Cobles."

"Naw, I like to churn still and they don't think much of it if you skim off most the cream. Besides your pasture needs grazing."

She was right. He knew the scrub stuff would start growing up if he didn't put some animals on it, but what if he got down sick and had to lie and listen

to that cow bawling with her udder paining her and him not able to do a thing? So his niece sent her girl over the hill once a day with a jar of milk, sometimes an extra of buttermilk. The daughter was crusty from going barefoot and nigh speechless. Zack thought she was afraid of him because of his blinded eye. He could tell she wanted to sneak the milk into the spring house and get gone without being seen. He had tried to talk to her at first but now he just raised his hat and said, "Howdy, Norma." She'd duck her head and run.

He opened the back door and went into the kitchen. It was the only room that was the same--safe, flour barrel, rusty stove. Most of the other rooms were empty now. As the children left he had let them carry off whatever they wanted, like ants. The curved glass china cabinet, the wardrobes, the sofa, the walnut jig-sawed organ, even Cordy's bureau and shelf clock that she had brought to him when they were married. He spoke up for her skillets and griddle and old kitchen stuff. He had done most of the cooking ever since Cordy was taken sick and the kitchen was all his now. They kept out of it.

He moved the tall oak bed into the front room with the fireplace. He had a plank table for his Bible, the Saturday Evening Post and the county newspaper. There were his radio and phonograph and two slatback rocking chairs. "Look," he said to Violet when she was begging him to come off the mountain and live with her. "I'm better off than I've ever been. I got heat in my bedroom for the first time in my life."

In one of the back rooms he had put up a pole from the top of the window frame to the top of the door frame. He hung his clothes on it, underwear, shirts, heavy work pants, sweaters, his long gray slicker, his good pants and coat (which didn't match). He scorned the uniform of his brothers-in-law whose farms bordered on his, the bib-fronted overalls with galluses. "That's what a man wears when his belly is too big to put a belt around it." Zack was lean as dried meat and his brothers-in-law were fat.

His high-topped shoes he had lined up against the wall next to the door. No one who knew him would have said that he had more than one pair, the shoes were so alike in their patina of scarring and soil, but he had three pairs and wore each in turn with religious regularity.

The room served as pantry as well as closet. He had all his canned stuff sitting on the floor, vegetables on one side, fruit on the other with an aisle down the middle, each kind set in a section to itself with little paths in between. He stepped over the apple sauce and took down his blue jacket. He hung the straw hat on a nail, took up the gray felt one and set out for Owen's.

The narrow, washed-out path went down through the orchard. The buds were still little and tight but some were showing a bit of red. He hoped they didn't come on too fast. It was March and there were bound to be more freezes. The rains had taken away the last of the snow in the north hollow and he could see green coming at the bottoms of the clumps of orchard grass. He felt restless, anxious to get the seed in the ground. The smell of last year's ungathered apples, winter-frozen and turned to brown mush, came up from underfoot. Above, the day was hard and blue. No new leaves were out yet but a sense of beginning excited him.

He walked faster when he got on the gravel road. His shoulders might be pulled down with a knot between them but his legs were still strong enough to get him around. He hadn't had a car since the war. Last time he had gotten out of the hospital he had walked all the way home. "You should have sent me word," Guy was shocked and upset. "I'd of asked off at the shop and come and got you. Those fender crumplers could just wait."

Zack teased and rubbed it in, "It's only eleven miles."

"It's not right, Pa."

"Uh, you think everything's got to be done in a car. You wouldn't know how to walk if you was in a parade."

He didn't tell Guy how many times he had rested along the way.

At the paved road he sat down on a sun-warm rock on the bank and took off his hat. He ran his thick, cracked fingers through his hair till it stood straight up and the tight little wind gusts blew at it. He had plenty of hair yet. It had been solid black until he was sixty but it turned quickly and was white across the front and gray in the back. A car went by and a child looking out the side window made a silent, open-mouthed exclamation and pointed. "I must be ridiculous looking," he thought, "with my hair on end and that milky eye rolling around." He went on.

*****

"Ground's ready," he said to Owen, prodding the dirt with a stick to prove it. They were leaning on the wire fence around the yard. Owen had his new rifle across his arm looking for his chicken hawk. "You bring the mule up in the morning and we'll get plowed by dinnertime."

"Yeah, Uncle Zack, be there right after breakfast." Owen didn't take his eyes off the coops and the sky above them.

"You don't have to rush it none. Cold mornings when there's still some frost around I let these bones lay in the quilts a little longer. They don't turn out and get started like they used to. Take your time."

"But it'll take the morning to do the whole plot," Owen protested. "You've got more'n an acre in garden."

Zack pulled on his drawn-in jaw and pretended to help look for the hawk by squinting his good eye. "I'm not going to plant out the whole plot this spring," he said after a pause. "There's no call to. I'm all by

myself now. They've all done up and left me, even Guy. Gone to work afixing cars." He jabbed the dirt again. "Claim I'm too overbearing to get along with."

"Aw, I bet they never." Owen was kind.

"They thought it anyhow. Not that I mind much. They was complaining at me all the time. Things is more peaceable. I always thought Guy. . . .But like I say, half the garden or less'll do. I planted out too much last year. And there's a sight of things I can't tolerate to eat no more. Seems like they sour on my stomach, knot up and near choke me. No sense in putting out corn and such just to feed the birds and varmints."

"I reckon not. Well, me and Frederick'll be up tomorrow."

"Frederick," scoffed Zack. "That's no name for a mule. Can't you just call him Fred? Short and sensible. Like my old team, Buck and Ben, best ever pulled in a yoke."

Owen rubbed the bright gun stock with his plaid sleeve. "Maybelle names him. Wasn't me."

"Buck and Ben, the best ever. Steers. Now there's the beasts for you. Why don't you get shut of that Frederick and get you a real team? Work, my god, how they work. You could clear the stumps in that old locust patch of yours like pulling eels out from under a rock. A mule, what kind of animal is that? The Lord never intended no such adulterated animal to walk the earth."

"Aw, Uncle Zack, we been through all this. You know the Lord never made no steers either." The boy snickered but the old man was serious.

"Steers is bulls, brain and muscle, just fewer distractions. A mule ain't nothing but contrary. You remember how I used to log with Ben. I could snag a grab hook in a felled tree and fasten it to the chain on his single-tree and say 'Take 'er home, Ben' and

he'd drag it all the way into the yard."

"Ben was before my time, Uncle Zack, but you told me about him. Frederick ain't up to him, that's for sure."

*****

Norma was coming out of the spring house when he got back. He said, "Howdy, Norma," not forgetting to raise his hat.

"Your spring box sure is scummy," she said and took off.

He went to see. The box was filmed with green slime and there was an inch of silt and leaves in the bottom. He cut off the stream at the tap and let the water in the box drain away. Then he dragged the cement trough outside the little log building. He tipped it and dumped the silt. "Don't seem like this thing used to be this heavy." He boiled water in the enamel kettle, scrubbed the rough walls and bottom with a brush and washing powders, and left it in the sun to sweeten.

He rested on the porch in the wear-shined splint bottom chair. The chair was tilted so he could lean his head against the wall. He drew his feet up on the rung and napped there, his arms across his stomach.

It was cold when he woke. Heat goes out of a day fast in March. It hurt him all over to work the spring box back in place he was so stiff and cricked. He turned the water in again and set the jars Norma had brought down in the clean trough. It was too late to do anything else. After a supper of canned greens, a cold sausage patty and biscuits from breakfast, he went to bed.

*****

He is out busting clods with the hoe. Around him the carrots are coming fine and feathery. The

first blunt leaves of the beans and peas and the tight, twisted corn blades trace thin green lines across the brown dirt. The light is bright and dancey.

Cordy comes out of the house carrying Violet in a long white dress. He puts down the hoe and takes the tiny girl by the hand, guiding her deliberate, short steps in black button shoes down among the lettuces. Violet is the first of their children to live and he feels a weakening tenderness when he looks at her. She is so fair that even her scalp under the thin yellow-white hair turns quickly pink in the sun. He tells her the names of the plants and of earthworms, manure and lime. She glances at him with a solemn, flushed face and concentrates on her walking. They go to the far wall and turn back to Cordy standing big and wide against the sky beckoning to them. "Funny," he thinks, "she looks bigger far away than she does up close to her." They stand there on their earth in the sun, looking on their child and their planting and take great pride in what they are growing.

*****

Owen came the next morning with Frederick and plowed the section of the garden closest to the house. Zack had to admit, as he always did, that Frederick was a good worker--for a mule. Owen dragged the harrow around more times than were needed to make cultivating easier. He wouldn't take pay. Zack asked him to stay to dinner.

"Maybelle likes me to come home to eat. Thanks all the same."

Since Owen wouldn't stay--he never did--Zack decided not to cook. He drank the jar of buttermilk Norma had left. The thick, clotted stuff burned all the way down, it was so cold. He took the chipped spatterware dishpan and went out to the garden to pick up rocks.

All fields on the mountain had rocks, scattered in some, piled up in others. Zack's fields had rock walls. The garden had a wall almost all the way around. Three quarters of the way the rocks were laid up neatly, some as big as bushel baskets that a man could move only with a pry pole. That part of the wall was overgrown in briar and morning glory. Down close to the house the wall was bare and not much more than an irregular line of small rubble. "Your dirt don't grow rocks as big as it used to," Owen had laughed. Every year, before Zack lined out his rows, he went through the garden and added to his wall.

He worked steadily, filling the dishpan, dumping it with a satisfying clatter and kicking back the loose rocks that rolled away. The sun seemed hot, hotter than yesterday when he was dragging out the spring box. When he stooped for rocks and stood up again his head swam. His knees were weakening and he felt queasy. He wished he had eaten something for dinner instead of drinking buttermilk.

He was telling himself that he would go back to the house for something else to eat when he dumped this pan of rocks. He straightened up and was astonished to see all color draining away from the sky, the blue changing to white. The bare black tree limbs were going gray as if light were washing and bleaching them. Inside of him something broke and gave and the hemorrhage welled up in his throat and spilled into the dishpan and onto the ground. He knew it was blood but it was pale, pale. He let go of the pan and it seemed to float instead of fall, slowly and gently, and strike without sound. He lay down in the dirt, before he fainted.

There was a bird somewhere. It made a harsh croaking that hurt in his head. "I'm dreaming again," he thought. "I'll just set my mind to stop dreaming about that confounded bird." The bird went on croaking. He opened his eyes. On the grape arbor he could see a bulky, black shape, heavy-beaked and ruffed with thick feathers at the throat. "You stop eyeing my garden, you damn crow." His voice was weak and far-

away but the bird flew at the sound of it, its huge straight wings carrying it on a current of air out across the valley. "That don't fly like a crow," he thought but didn't wonder at it.

The hemorrhage had stopped. The blood on his shirt and rocks was dark red. His chest was sore, not painful. But he had a dullness in him; his hands felt asleep and he could not move at all. He waited.

Norma stood over him, a jar on each skinny hip, her bare feet almost in his blood. "Howdy, Uncle Zack," she said.

She put the milk in the spring house and came back to help him up. They made it to the house where she put water in the striped ironstone basin and washed his face for him. Then she got him to bed. She brought in the dishpan, washed it and hung it on a nail. "I'll tell Ma," she said from the doorway and then she was gone.

When he was alone, he got up wrapped in the coverlet, and took his Bible. He thumbed through it till he found a clean, unused postcard. He got out a new yellow Venus pencil, trimmed it to a point with his Barlow. "Dear Violet," he wrote very carefully, taking his time because his hand wouldn't stay steady. "I can't get out no garden this year. Can you come for me?" He sat for a long time and then wrote, "Soon. Your loving Pa."

He propped the card against the Bible and lay back on the bed. He slept. Without dreams.

Selection From a Novel in Progress

A CROWD OF STARS

This is a chapter from a novel in progress. It concerns a young American school teacher in modern Turkey, who, after a near-tragic involvement with a married American lieutenant of the Air Force, finds herself turning to Hassan, a Turkish intellectual and Korean War veteran, a man of strongly passionate temperament but also a man of honor and deep, rich gentleness.

Betty Bolton was born in Charlotte, North Carolina, and grew up in Georgia. She attended Agnes Scott College and the University of North Carolina. Like the heroine of her story, she has taught school in Turkey. She is on the staff of the Louis Round Wilson Library of the University of North Carolina. Her short story, "OVERNIGHT," appeared in _Writers by Moonlight V_.

from

A CROWD OF STARS

by Betty Bolton

Jane stood outside the Ship's Store and adjusted the big brown paper bag of groceries in her right arm. Should she walk to the apartment or signal the Turkish driver half dozing in his carriage at the curb? She could manage the bag, and the November sun would feel good. She would enjoy the walk.

She passed the big entrance door leading up to the school and club, and thought of the preparations being made for the Thanksgiving Dance. She had seen the big yellow paper pumpkins and turkeys and harvest moons at lunch time, lying in a corner, waiting for the Decoration Committee, waiting to be strung across the room or tacked to posts and walls. A real American Thanksgiving atmosphere. She tried not to remember how much she had wanted to go. After all, it wouldn't be the same with Hassan as with Dave. Hassan didn't like to dance and besides, all the turkeys and pumpkins wouldn't remind him of home. Just as well they had decided to have dinner at her apartment instead. She would spend the afternoon getting ready. She hoped she hadn't forgotten anything--rice, frozen peas, canned biscuits, butter, tomato juice, ice cream--everything from the Ship's Store except the chicken. She had bought that from the Turkish store-keeper on the corner, the one who could understand English. A nice, plump chicken for frying she had told him. Rather scrawny, it was, not plump, but the best he had, and it was fresh, not canned or frozen like everything else.

Jane threaded her was among the American cars parked on the sidewalk in Sokak Boulevard. Izmir streets were not made for American cars, she thought, looking at the big metal bodies--red, green, white, blue,--glistening in the sunlight, filling all the sidewalk space. She stepped into the narrow paved street and walked near the curb. Nothing moved in

the short street at the siesta hour, nothing except a bedraggled yellow cat. Jane watched the cat disappear behind the apartment building ahead, the one Dave and his family lived in.

The second floor apartment, that one with the screened-in balcony. They had moved in. Strange she hadn't seen any of them. Or Dave either, anywhere. He had just dropped out of her life. But if she did see him, meet him suddenly, how would it be, what would he say, what would she say? And how much would the sight of him hurt her? Oh well, perhaps they wouldn't meet. But how could they live on the same street and--?

A car turned into Sokak behind Jane and drove slowly. She heard the hum of the motor and edged closer to the sidewalk to give it room. She heard the car slow down and come to a stop behind her. She heard his voice, that familiar, casual tone.

"Well, hello, neighbor, want a ride?"

She felt the blood pounding in her. She couldn't look at him. She wouldn't. She was only twenty steps from her door. She wished she could pretend not to hear and keep on going. But that would be childish. She wanted to show him she felt nothing, that he was any man asking her to ride. Just another married officer. Nothing at all to her.

"Thanks, Dave, but I'm almost there." Her voice sounded almost natural, she thought. Then she looked at him and smiled. A cool, proper smile.

"What the hell, Jane! Come on, get in here. I want to talk to you. Come on around here."

Jane went around the car. Dave opened the door and she climbed in with the bag of groceries.

"Don't give me that tone of voice," Dave said. "I'm not going to bite you. I've missed you, but my wife's here now. I don't go to the Club as much."

Jane looked at him now, saw the blue eyes, the clean-shaven, open face. He was making it easy for her. He still liked her, still thought about her a little. But his wife had come. And she had Hassan.

"Tonight's the Thanksgiving Dance," continued Dave. "Are you going with somebody else?"

"No, I'm not going. Are you?"

"No, we're not going. I told you my wife doesn't like to dance. But I hoped you'd go. I know how much you wanted to."

"Yes, I did. But. . . well, it didn't work out. C'est la vie, as the French say. I guess I'll live."

She didn't have to tell him about Hassan. He didn't have any claim on her. She gathered up her bag and prepared to get out of the car.

"Well, Dave, thanks for the ride," she said cheerfully. "I hope you're getting settled all right. I'll see you around."

Dave had more to say. He laid his hand on her arm.

"Look here, Jane, I hope you're having some fun. You're not just working all the time, are you?"

"What do you mean, Dave?"

"I heard you're going out with a Turk. I'm sort of sorry to hear it. I hope he's the right sort."

He had been checking on her then. Had he asked Martha or somebody else? No matter. At least he cared enough to find out. Seeing him again, knowing he hadn't forgotten, was easier than she had imagined. The pain was almost gone. Next time she'd be glad to run into him. She would know where she stood.

"He's a fine man, Dave," she said. "I'm lucky to

have him for a friend."

"Listen, you're a big girl. I hope you know your own business," said Dave. "But you don't have to prove anything to me, Jane. I can read you like a book."

"All right, then, you know how I feel. No use for me to pretend at all. What did you think I'd do? Stay home every night and cry my eyes out? I still say I'm lucky to have Hassan."

She got out of the car now. He knew how much he had hurt her. Was that what he wanted to find out? She jutted her chin at him and tossed her head. "And he's not married," she said, walking away. He had hurt her, maybe she had hurt him.

Jane opened the oven door and drew out the pan of fried chicken. She had cooked it her mother's way, browned in deep fat on top of the stove, then cooked slowly in the oven for an hour. It should be done now, crisp on the outside, tender and juicy inside. She raised the cover and looked. Yes. Just right. And enough gravy in the pan for two. Now for a peek at the rice. Dry and fluffy, rice should be, every grain standing apart, not soggy and sticking together. Steam rose from the uncovered rice and hit her face, making her draw back, blink, and wipe the hot vapor from her eyes. She would pop the biscuits in and repair her make-up while they baked. Hassan should be here in ten minutes.

Looking into the mirror over her chest of drawers, Jane powdered her steam-wet nose and combed out the damp curls sticking to her forehead. She took off her apron and adjusted her simple white blouse and green cotton dirndl skirt. She wanted a belt of some kind, a touch of color to tie the white and green together. There, lying across the back of a chair, was the donkey belt she had bought in the Bazaar. A narrow strip of green, orange, black and white cotton threads it was, woven in geometric design and used to secure the donkey's burden to his back. She would try it. Deftly she

knotted the three yards of belt around her waist, letting the extra length fall in a loop and two ends. It makes a nice effect, she decided, taking a last look at herself in the mirror.

Jane stopped in the middle of the room to listen. Did she hear Hassan's knock or only the beating of her heart? She felt excited and eager and hoped he would be on time. Now she was sure she heard a knock and hurried to the door to greet him.

She reached the door and put her hand on the bolt. She thought of Hassan standing outside, waiting for her to open the door, and she felt her hand tremble. The door swung open and there he was, standing straight and tall and composed. She sensed again his calmness and his strength, saw his glad smile, and looked into his kind brown eyes. Suddenly, but not quite surprisingly, she wanted to put her arms around his neck and feel him hold her close.

"Come in, Hassan, I'm glad you're here. Everything's ready."

"It smells good," he said, drawing in a great breath of the odor-filled air from the kitchen. "I'm going to find out tonight if you can cook."

Jane took Hassan's hand and let him to the front room, showed him the card table she had set up and laid with a white cloth and silver. In the center a tall, white candle stood in a Turkish brass coffee maker.

"I'll light the candle now," said Jane. "We're ready to eat. Martha's out for dinner and won't be back for hours. Isn't this cozy?"

"It certainly is," Hassan said. As Jane switched off the overhead light, the flame flickered and then burned steadily. "It's very nice."

"Come on, let's go back to the kitchen," Jane said. "You can drink your tomato juice while I serve

the plates. And Hassan, don't you want to take off your coat and be comfortable? See, I'm wearing my dirndl skirt and flats. You can relax and feel at home."

"Thank you."

Hassan stood in the kitchen doorway and watched Jane fill the plates with rice and fried chicken and green peas. She took the hot biscuits from the oven and arranged them in a linen napkin in a brass bowl. The coffee was made and ready. Hassan leaned against the doorway, sipped his tomato juice, and looked at her. Suddenly he threw back his head and laughed.

The laugh startled Jane. What was wrong? Had she made a mistake?

"Why, what's the matter?" she asked. She held a plate in one hand and a serving spoon in the other. Her face had a puzzled expression.

"Oh, it's nothing serious. It's the donkey belt. You're wearing it. Do you realize a Turkish woman would never do that? She would never put a donkey belt around her waist."

"Is that all?" Jane felt relieved and looked at the belt. "It's lovely, and I think the little donkeys are lovely. Don't you like the effect?"

"Yes, I'll have to admit I do. But it's such a novel idea. It struck me as funny. You Americans! You have a fresh approach to things."

"Come on," Jane said. "The plates are ready. Will you carry the biscuits? I'll come back for coffee."

Electric light glared in the hall and the room beyond, but in the dining room the candle made soft, moving light. As they sat at the table and ate, Jane watched Hassan's face: the thick, black hair waving slightly over the high forehead, the straight, full nose, the golden mellow tan of his smooth skin. How

handsome he is, she thought. He enjoyed the food, the food she had cooked for him, and she was glad. She did not think of the dance at the club, of Dave, of lessons for next week. A new feeling of contentment filled her, and she knew she would rather be here with Hassan than anywhere else in the world.

She watched the small scar over his brow, saw the white line come and go in the shadows, and saw the movement of his strong, full mouth as he ate. His face was close to her, but she wanted to be even closer, to feel his face against her face, his heart beating against her own. She leaned across the table toward him, and saw that he had finished his last biscuit, his last piece of chicken.

"Let's get some more coffee and take it into the front room, Hassan." She got up and stood beside his chair. "Come, go with me," she said, looking deep into his eyes.

She walked slowly toward the kitchen and Hassan followed her. By the stove she turned toward him and he held out his arms. She rushed into them, pressed her head against his shoulder, and held him fiercely.

"Hold me close, Hassan, hold me close," she whispered.

His strong arms were about her and his face was in her hair. She heard the pounding of his heart and her own, and she strained to hold him even closer. Then he took her head in his hands, his eyes moved over her face, and he kissed her. She closed her eyes and clung to him. He was like a great rock to her, a source of strength and comfort, and in his arms she felt safe and protected. She thought of Dave and the pain, and knew Hassan could heal the hurt. She felt in that moment that nothing important had ever happened to her before, that all her life she had been waiting for him. She felt wonderfully happy, but weak and shaken at the same time. At last, she pulled away from him.

"I'm sorry, Hassan," she said. "I made you kiss

me."

"Are you? I'm not. I'm glad. And now you feel better. You don't even have to talk about it."

Jane looked around the kitchen, saw on the stove the frying pan half filled with chicken, the bones on the plates, the biscuits grown cold in the napkin.

"Let's get out of here," said Jane. "I don't feel like washing dishes now. Let's sit on the couch a-while."

They took the still burning candle from the card table and put it on the coffee table in front of the cot-couch.

"When it burns out, I'll get another," Jane said. "I love candlelight. Don't you? It's almost like sitting around a hearth fire. Well, not quite, of course, but the best we can do."

Hassan's broad smile showed the gleaming whiteness of his teeth, accented by the half-light. He sat on the couch and Jane sat beside him. She leaned her head against his shoulder, and he circled her with his arm.

"Hassan, I feel like a fool, rushing to you like that," Jane said.

"No, you must not." His voice was grave, measured. "You knew that I love you. And you knew you could trust me. I understand. Maybe I understand better than you do."

"You love me, Hassan. I think we love each other. But I still can't believe it. Aren't you surprised?"

Hassan held Jane's hand is his large, strong one and kissed it tenderly. Then he kissed her mouth.

"Yes and no," he said. "Only last week-end, when I was at home, I told my parents about you."

"And what did they say?"

She tried not to appear concerned, but she was. Hassan hesitated. They must not have been pleased. But she wanted to know what she had to face.

"Please, Hassan, what did they say?"

"They think there are many nice Turkish girls. They want to know why I have to like an American girl."

"Oh," Jane said. She pulled her head away from his shoulder and looked at him with surprised eyes. "As bad as that?"

"And you do love me, don't you?" She searched his face for an answer. She still could not believe, not completely, but she could trust the honesty and sincerity in those brown eyes.

"I love you, Jane. But I don't know why. As my parents say, there are many nice Turkish girls. Why do I have to love an American? It would be better if I didn't."

"Don't say that, Hassan. I think I love you, too. I mean, truly and deeply. And I don't know why either. Nobody ever knows. But don't fight it. Hassan, tell me you won't fight it. Don't try not to love me. Don't stop seeing me."

"All right. I won't, but it might be better if we did stop. Right now. After tonight I know how much I can love you. Maybe we will both be hurt if we go on."

"I think we will be miserable if we stop now. Maybe it is already too late. What are you afraid of, Hassan? You've been a soldier, and strong and brave. . . let me go to visit your parents. Maybe I can make them like me when they see me."

"It's not my parents, Jane. I know they will love you, when they know you. It's more than that." Hassan

pulled away from Jane and rubbed his hands together, looking away from her as he talked. "It's our different backgrounds. I've been to the United States. I know what life is like there. You've come to Turkey, but you don't know anything about it, yet. No, you don't, not really, Jane."

"But if I'm willing to learn," Jane said. "For you, I could learn."

"It's not just a matter of learning." Hassan got up now and stood in front of Jane. He walked to the window and back and sat in the chair. His face was serious. He chose his words carefully. "Americans have so much, all the conveniences. The women are, how shall I say. . . spoiled. Yes. Wait until you see the village. No electric lights, no fancy stoves. Of course, here in Izmir, life is more like the States. We have more and more. But what would you do without your American Ship's Store, Jane? If you had to live like a Turk? Maybe you would stop loving me. Maybe you would hate me for taking you away from all your 'things'!"

Hassan walked back to the cot-couch, and sat beside Jane.

"Yes, I see," she said. "What you are trying to tell me, Hassan, is that you're afraid I'm not brave enough, or tough enough, or something enough, to be a Turk. Isn't that what you are trying to say?"

"Maybe that's it, Jane." His set features relaxed and he smiled at her. "Anyway, you are lovely."

"Give me a chance," said Jane. "Maybe I'm more than just a cream puff. We'll have to wait and find out. But in the meantime, won't you let me go with you to your village and meet your parents?"

"If we don't go soon, we'll have to wait until spring. It's very cold in the winter months, and there's no steam heat. I'm afraid you'd freeze, Jane."

"Let's go before it gets cold then. How cold does it get in January and February?"

"It may go down to freezing. We don't have much snow, but you'll need some kind of stove for this apartment. Have you and Martha thought about that?"

"We've thought, but we haven't bought one yet. It's been so nice and warm, we can't believe we'll need a stove."

"You'll probably need two, one for this end, and another in the back hall to heat the two bedrooms and the bath. An American oil heater would be better than anything you can buy on the Turkish market. Could you borrow one or two from an American family?"

"I'll try," Jane said. "How soon will it be getting cold?"

"Very soon now, and you'll feel it sooner than Turks do. You are used to steam heat."

"I hate to be cold." She shivered at the thought of freezing weather. "How can you live without steam heat?"

"We are used to living without it. That's the difference."

"I guess I am pretty soft, Hassan," Jane said. "By a Turk's standards. How did we get started on the subject of stoves anyway? How unromantic!"

"Not so unromantic after all. When you love a girl, you want to know she is warm and comfortable." Hassan smiled warmly at Jane and drew her head against his shoulder.

"When you smile at me like that, I could never feel cold," Jane said. "So, let's go to the village anyway. I want your parents to see what an American cream puff looks like."

They sat and smiled at each other.

NIVERSITY OF NORTH CAROLINA
AT CHAPEL HILL

EXTENSION BULLETIN

DUCATIONAL TESTS

SCHOOL SERVICES
ON FARM ROAD-CHYDARU • PHONE 933-1101
CHAPEL HILL, NORTH CAROLINA 27514

SEPTEMBER 1968

XLVIII NUMBER 1

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University Extension Services

The Extension Division is the administrative agency through which the University extends its services to the people.

In addition to the SCHOOL SERVICES described in this catalogue, the University of North Carolina offers the following services to the people of the state:

Audiovisual Education. Audiovisual materials and services are available to schools, colleges, civic groups and other agencies. Films for community programs, business and industry, and other adult groups are made available each month through public libraries. Individuals may book films for use in conjunction with correspondence courses through their public libraries or through the regular film rental service of the Audiovisual Bureau.

Class Instruction. Extension courses, primarily in graduate courses in professional education, are held both on and off the campus for in-service teachers. Students who take courses in approved locations away from the campus may earn as much as six semester hours of graduate resident credit toward an advanced degree. Those who take courses in locations not approved for resident credit may earn graduate extension credit.

Community Adult Education. Consultative and instructional services are provided to community groups interested in programs of general, non-credit adult education.

Correspondence Instruction. University courses are made available by correspondence to those students who cannot attend regular sessions on campus. The courses are written and taught by regular faculty members or qualified specialists approved by the Chancellor. Detailed information concerning these courses is contained in the special catalogue prepared in the Bureau. A USAFI bulletin is also available for men in service. As much as one year of academic credit can be earned by correspondence toward a degree at the University of North Carolina.

Evening College. A two year residential program for undergraduates is held on the campus during the regular academic year. Qualified students may earn as much as one-half the credits required for a degree in this evening program.

Residential Adult Education. This Bureau develops and organizes non-credit adult education programs and conferences to be held on the campus. Anyone interested in such programs should contact the office at 209 Abernethy Hall, Chapel Hill, telephone 933-1125.

Television Instruction. From time to time extension courses in regular University subjects are offered on Channel 4, WUNC-TV. These courses are taught by members of the University faculty and, when all requirements are met, give the same credit as courses in residence.

University of North Carolina
Extension Bulletin

Educational Tests

Bureau of School Services
Chapel Hill, N. C. 27514
Mason Farm Road-Chydaru
Phone 933-1101

Foreword

The use of standardized tests in instruction has become accepted practice in public schools of today. The need for a central depository where teachers can go to examine and select tests appropriate to their needs and also receive professional counsel on testing problems is always pressing.

Ninety per cent of the State's elementary schools with four or more teachers have used one or more kinds of published tests within the past two years according to 1467 replies to a questionnaire issued by the Department of Public Instruction in a recent survey of testing practices. Almost twenty per cent of these schools have a continuing or long range program of testing.

The services of the Bureau of School Services of the Extension Division of the University of North Carolina can be of inestimable value to the public schools of North Carolina in this phase of instruction.

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Scoring Services for Schools

The School Service Office does not score answer sheets, but the University Testing Service is prepared to machine-score most tests used in the public schools and also to make such statistical studies and summaries as may be needed by schools to obtain maximum benefit from their testing programs.

The Testing Service makes a charge of 3¢ *per score* for machine-scoring. For additions and other simple computations and for looking up percentile ranks or other derived scores, the fee is usually 1¢ per operation. The *School and College Ability Test,* for example, has three raw scores: Verbal, Quantitative and Total. For obtaining the two independent scores and adding to make the Total the charge is 5¢. If hand-scoring is necessary because of the nature of the test or because of inadequate marking, the fee will usually be 4¢ per score.

Tests to be machine-scored require the use of IBM 805 or IBM 1230 answer sheets. An electrographic pencil should always be used with the IBM 805 answer sheet. However, any soft lead pencil, preferable a good #2, should be used when using the IBM 1230 answer sheet. For accurate scoring it is essential that the instructions found in the test manuals be followed carefully. To insure good marking of answer sheets the teachers should have the students go over their marks a second time, after the test booklets have been collected.

Arrangements for scoring should be made directly with the Testing Service. All inquiries concerning scoring should be addressed to:

Director Dr. J. W. Little
University Testing Service
Box 998
Chapel Hill, N. C. 27514

Ordering Procedure

The title of each test and the form desired should be indicated.

If there is no specific choice of form, state "any form."

Please note the number of pupils to be tested, and order in *packaged quantities* the amount of tests required. *We do not break packages,* so care should be taken to order the number of packages which will come closest to filling your needs. Most tests are packaged in 35's, although some come in packages of 20's or 25's and a few are sold individually. Unless otherwise stated, complete accessories come with each package of tests.

Tests will be shipped either by parcel post, motor express, or railway express, whichever is least expensive and most expedient. Transportation costs will be added to the invoice. 3% sales tax is also added to each order.

Each order should designate the name of the person to whom the shipment is to be sent as well as the school name and complete address. Each order *must* indicate clearly how the charge is to be made.

All orders must be approved by the school principal, superintendent, or supervisor. Tests are not sent to individuals without such authorization.

Lack of space prevents our stocking a sufficient number of tests for large, extensive programs, so quantity orders should be sent well in advance of the testing date to allow time for us to supply those needs.

When special orders are requested for tests not stocked, the cost of telegram and special delivery postage will be charged to the school.

Prices stated in this catalog are in effect at the time of publication, but are subject to change without notice.

Orders should be sent directly to:

School Services, Extension Division
Mason Farm Road-Chydaru
University of North Carolina
Chapel Hill, North Carolina 27514

Intelligence Tests

ACADEMIC PROMISE TESTS — Grades 6-9

A scholastic aptitude battery for educational planning and counseling in grades 6 through 9. APT's four tests (Verbal, Numerical, Abstract Reasoning, Language Usage) and seven scores are designed to provide more useful measurement of mental abilities than has generally been available from older group intelligence and mental maturity tests and are particularly useful in planning and decision-making with students as they go from the elementary grades into junior high and high school.

ACADEMIC PROMISE TESTS	FORM	NET PRICE
Test Booklets (Grades 6-9)	A	$5.40 pkg./25
IBM 805 Answer Sheets	A	.09 each
Manual		.90 each
Student Report Forms		.03 each
IBM 805 Hand Keys	A	.60 each

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ARMY GENERAL CLASSIFICATION TEST—Civilian Edition — H.S. AND COLLEGE

This intelligence test measures general learning ability and helps predict success in many school courses and industrial occupations. Scores can also be used to predict scholastic and college success. It is an especially useful and helpful group intelligence test because it covers a wide range of ability, includes a broad sampling of different types of ability and provides a good balance between these abilities. It was first developed for service men and women and revised for civilian use. A carbon answer pad, for the AH booklets, or a machine answer sheet, for the AM booklets, must be ordered for each student. No carbon answer pad comes with the booklets. Time: 50 minutes.

ARMY GENERAL CLASSIFICATION TEST—Civilian Edition	FORM	NET PRICE
Reusable Booklets	AH or AM	$ .95 each
Carbon Answer Pads	AH	.20 each
IBM 805 Answer Sheets	AM	.07 each
IBM 805 Stencils	AM	1.26 per set
Manuals	AH, AM	.32 each

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CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY (Copyright 1963) — Kindergarten-Adult

The eight levels of this series are fully articulated instruments which provide for sequential measurement of mental abilities throughout the entire course of the school years and into adult life. The norms present a uniform and continuous scale between adjacent levels as well as within a given level. This feature allows for continuity of measurement and a continuous record of mental growth.

CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY	FORM	NET PRICE
Level O (Grades Kindergarten - 1) 34 mins.	Short	$5.68 pkg/35
Hand-E-Templates	Short	1.26 per set
Keys	Short	.13 each
Manuals	Short	.95 each
Level 1 (Grades 1, 2, 3) 41 mins. (All prices are the same as Level O)	Short	5.68 pkg/35
Level 1H (Grades 3 & 4) 42 mins.	Short	5.68 pkg/35
Keys	Short	.13 each
Manuals	Short	.95 each
Level 2 (Grades 4, 5, 6) 42 mins.	Short	6.08 pkg/35
IBM 805 Answer Sheets		.07 each
IBM 805 Hand Stencils		.95 each
IBM 805 Machine Stencils		3.76 each
Scorezes	Short	.13 each
Keys (for Booklet)		.13 each
Manuals	Short	.95 each
Profiles	Short	.04 each
Level 2H (Grades 6 & 7) 41 mins. (All prices are the same as Level 2)	Short	6.08 pkg/35
Level 3 (Grades 7, 8, 9) 41 mins. (All prices are the same as Level 2)	Short	6.08 pkg/35
Level 4 (Grades 9, 10, 11, 12) 39 mins. (All prices are the same as Level 2)	Short	6.08 pkg/35
Level 5 (Grades 12- College and Adult) 39 mins. (All prices are the same as Level 2)	Short	6.08 pkg/35

IBM 1230 answer sheets and stencils are the same price as the IBM 805 answer sheets and stencils as Level 2.

Extra Accessories FOR ALL LEVELS:

Class Records	Short	.13 each
Guide to Interpretation	Short	1.26 each
Technical Report	Short	1.90 each

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COLUMBIA MENTAL MATURITY SCALE—
Revised Edition **Mental Ages 3-10 years**

An individual mental ability test (revised in 1959) that requires no verbal response and a minimum of motor response on the subject's part. It is particularly suitable for use with groups having impaired physical or verbal functioning. The Scale consists of 100 items, each printed on a card 6 x 19 inches. The specific task in each item is to select from a series of drawings the one which does not belong.

COLUMBIA MENTAL MATURITY SCALE	NET PRICE
Individual Record Blank	$2.53 pkg/35

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DETROIT BEGINNING FIRST-GRADE INTELLIGENCE TEST — Beginning First Grade

A non-reading group intelligence test consisting of ten short subtests.

DETROIT BEGINNING FIRST-GRADE INTELLIGENCE TEST	FORM	NET PRICE
Test Booklets (Grade 1) 35 mins.	A	$5.70 pkg/35

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GOODENOUGH-HARRIS DRAWING TEST, 1963 — Ages 3-15

A non-verbal test of mental ability, suitable for use either as a group test or as an individual test. Included are Dr. Harris's restandardization of the Goodenough Draw-a-Man Test plus a new standardization of a similar Draw-a-Woman scale and an experimental Self-Drawing Scale. An extensive survey of the literature related to children's drawing and results of hitherto unpublished studies of personal and cultural influences on drawings, along with the test materials, are contained in Dr. Harris's book, *Children's Drawings as Measures of Intellectual Maturity*. The test Manual, paperbound, duplicates Part Two of the book.

GOODENOUGH-HARRIS DRAWING TEST	TIME	NET PRICE
Test Booklet	Approx. 10-15 min.	$ .13 each
Quality Scale Cards		3.57 set/24
Manual		1.90 each
Children's Drawings as Measures of Intellectual Maturity		9.55 each

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HENMON-NELSON TEST OF MENTAL ABILITY — Grades 3-12

Each test consists of 90 items arranged in order of difficulty. Although maintaining the same number of items as the previous edition, each test in the revision covers a range of only 4 grades instead of 6. There is a 1-grade overlap, provided between each of the three tests. Scoring is easy and rapid by a carbon in the self-marking device. When ordering specify level and form.

HENMON-NELSON TEST OF MENTAL ABILITY	FORM	NET PRICE
Elementary (Grades 3-6) 30 mins.	A,B	$4.92 pkg/35
Junior High (Grades 6-9) 30 mins.	A,B	4.92 pkg/35
High School (Grades 9-12) 30 mins.	A,B	4.92 pkg/35
Extra Accessories: Class Records	ALL	.05 each
Manuals specify level	ALL	.58 each

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KUHLMANN-ANDERSON INTELLIGENCE TESTS — Kindergarten-Grade 13

The 7th edition (1960-1963) of a long-established measure of general learning ability or academic potential. G and H tests yield separate

Verbal and *Quantitative* scores as well as a *Total* score. Time: 50-60 minutes.

KUHLMANN-ANDERSON INTELLIGENCE TEST	FORM	NET PRICE
Booklets (Grades Kindergarten-1A)	K	$4.70 pgk/25
Booklets (Grade 1)	A	4.70 pkg/25
Booklets (Grade 2)	B	4.70 pkg/25
Booklets (Grades 3-4)	CD	4.70 pkg/25
Booklets (Grades 4-5)	D	5.00 pkg/25
Booklets (Grades 5-7)	EF	5.00 pkg/25
Booklets (Grades 7-9)	G	5.00 pkg/25
Booklets (Grades 9-13)	H	5.00 pkg/25
IBM 805 Answer Sheets	D,EF,G or H	.08 each
IBM 805 Scoring Keys	D,EF,G or H	.45 each
Technical Manual	K,A,B and CD	.75 each
Keys (for Test Booklet)	K,A,B and CD	.38 each
Manual of Norms	D,EF or G,H	.38 each
Technical Manual	D,EF or G,H	75 each
Student Report Forms	G,H *only*	.03 each

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KUHLMANN-FINCH INTELLIGENCE TESTS **Kindergarten-Senior High**

A test of general mental development comprising 9 test booklets for use in grades from kindergarten through high school; a measure of intellectual power rather than speed. Easily scored. Booklets for grades 5 through Senior High are reusable if separate answer sheets are used; but their use is optional. Separate answer sheets are not available for Tests I, II and III. The manual contains complete directions for all grade levels. This test now has the Kwik-Chek carbon answer sheets which require no sub-key for scoring. Time: 5 minutes each sub-test.

KUHLMANN-FINCH INTELLIGENCE TESTS	NET PRICE
Booklet (Grades Kindergarten and Beginning 1st)	$3.60 pkg/25
Booklet I (Grade 1)	$3.60 pkg/25
Booklet II (Grade 2)	$3.60 pkg/25
Booklet III (Grade 3)	$3.60 pkg/25
Booklet IV (Grade 4)	$3.60 pkg/25
IBM 805 Answer Sheets	.07 each
IBM 805 Hand Stencils	.40 each
Booklet V (Grade 5)	3.60 pkg/25
IBM 805 Answer Sheets	.07 each
IBM 805 Hand Stencils	.45 each
IBM 805 Machine Stencils	.45 each
Booklet VI (Grade 6)	3.60 pkg/25
IBM 805 Answer Sheets	.07 each
IBM 805 Hand Stencils	.45 each
IBM 805 Machine Stencils	.45 each

Booklets Junior High (Grade 7-9)	$3.60 pkg/25
IBM 805 Answer Sheets	.07 each
IBM 805 Hand Stencils	.45 each
IBM 805 Machine Stencils	.45 each
Booklets Senior High (Grade 10-12)	3.60 pkg/25
IBM 805 Answer Sheets	.07 each
IBM 805 Hand Stencils	.45 each
IBM 805 Machine Stencils	.45 each
Kwik-Chek Carbon Answer Pads	.13 each
Extra Accessories FOR ALL LEVELS:	
Keys & Directions	.30 per set
Class Records	.10 each
Manuals	1.90 each

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LORGE-THORNDIKE INTELLIGENCE TESTS **Grades Kindergarten-12**

This test provides a continuous set of group tests of abstract reasoning ability for all grades. The primary batteries consist of three non-reading tests including Oral Vocabulary, Pictorial Classification, and Pictorial Pairing. The primary batteries of tests 3, 4 and 5 measure scholastic aptitude through the following subtests: Verbal Reasoning Ability, Vocabulary, Verbal Classification, Sentence Completion, Arithmetic Reasoning, and on levels 4 and 5 only, Verbal Analogy.

The non-verbal battery measures abstract reasoning ability through subtests involving Pictorial Classification, Pictorial Analogy, and Numerical Relationships, thus giving an estimate of intelligence not heavily influenced by reading ability. Subtests for grades 4 and above have their own time limits, but these are generous enough to make the test primarily a power rather than speed test.

Four types of norms are given for the test: IQ's, grade percentiles, grades equivalents, and age equivalents. Standard errors of measurement and validity data are presented in the Technical Manual. Order by grade level and form.

LORGE-THORNDIKE INTELLIGENCE TESTS	TIME	FORM	NET PRICE
Consumable Edition:			
Primary I (Grades Kindergarten-1)	Approx. 20 min.	A	$4.55 pkg/35
Primary II (Grades 2-3)	Approx. 20 min.	A	4.55 pkg/35
Test 3 Verbal (Grades 4-6)	34 min.	A	4.00 pkg/35
Test 3 Non-Verbal (Grades 4-6)	27 min.	A	4.00 pkg/35
Test 4 Verbal (Grades 7-9)	34 min.	A,B	4.00 pkg/35

Test 4 Non-Verbal			
(Grades 7-9)	27 min.	A,B	4.00 pkg/35
Test 5 Verbal			
(Grades 10-12)	34 min.	A	4.00 pkg/35
Test 5 Non-Verbal			
(Grades 10-12)	27 min.	A	4.00 pkg/35
Reusable Edition:			
Test 3 Verbal			
(Grades 4-6)	34 min.	A,B	4.35 pkg/35
IBM 805 Answer Sheets		A,B	.08 each
IBM Rights Keys		A,B	.50 each
Test 3 Non-Verbal			
(Grades 4-6)	27 min.	A,B	4.35 pkg/35
IBM 805 Answer Sheets		A,B	.08 each
IBM Rights Keys		A	.50 each
IBM Rights Keys		B	.50 each
Manuals (Verbal & Non-Verbal)		A,B	.58 each
Test 4 Verbal			
(Grades 7-9)	34 min.	A,B	4.35 pkg/35
IBM 805 Answer Sheets		A,B	.08 each
IBM Rights Keys		A,B	.50 each
Test 4 Non-Verbal			
(Grades 7-9)	27 min.	A,B	4.35 pkg/35
IBM 805 Answer Sheets		A,B	.08 each
IBM Rights Keys		A	.50 each
IBM Rights Keys		B	.50 each
Manuals (Verbal & Non-Verbal)		A,B	.58 each
Test 5 Verbal			
(Grades 10-12)	34 min.	A,B	4.35 pkg/35
IBM 805 Answer Sheets		A,B	.08 each
IBM Rights Keys		A,B	.50 each
Test 5 Non-Verbal			
(Grades 10-12)	27 min.	A,B	4.35 pkg/35
IBM 805 Answer Sheets		A,B	.08 each
IBM Rights Keys		A	.50 each
IBM Rights Keys		B	.50 each
Manuals (Verbal & Non-Verbal)		A,B	.58 each
Class Records		ALL	.08 each
Technical Manuals		ALL	.58 each

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METROPOLITAN READINESS TEST, 1964-65 **Grades K-1**

Group tests that assess important aspects of readiness for formal first-grade instruction: linguistic maturity, perceptual abilities, muscular coordination and motor skills, number and letter knowledge, ability to follow directions, attention span.

METROPOLITAN READINESS TEST	TIME	FORM	NET PRICE
Test Booklets	Approx. 60 min.	A,B	$8.86 pkg/35
Manuals		A,B	.64 each
Keys		A,B	.51 each
Class Records		ALL	.13 each

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OHIO STATE UNIVERSITY PSYCHOLOGICAL TEST **High School & College**

This power test of intelligence measures scholastic aptitude and reading comprehension ability. Total score on this scholastic aptitude test is a valid predictor of college success. A separate reading comprehension score is also provided. High School counselors will find it useful when advising students on college plans. College personnel workers can use this test for counseling, screening and admissions.

OHIO STATE UNIVERSITY PSYCHOLOGICAL TEST	TIME	FORM	NET PRICE
Test Booklets	2 hrs.	21	$ .76 each
Self-Scoring Answer Pads		21	.07 each
Manual for above		21	.32 each

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OTIS-LENNON MENTAL ABILITY TEST **Grades K-12**

A new edition of the Otis Quick-Scoring Mental Ability Tests; provides for the assessment of general mental ability, or scholastic aptitude, by sampling a broad range of cognitive abilities. National norms are based upon testing a sample of 200,000 carefully selected pupils.

OTIS-LENNON MENTAL ABILITY TEST	FORM	NET PRICE
Primary I Test Booklet (Last ½ of Kindergarten)	J	$6.35 pkg/35
Keys		.35
Primary II Test Booklet (1st half of Grade 1)	J	6.35 pkg/35
Keys		.95
Elementary I Test Booklet (Last ½ of Grade 1-3)	J	6.70 pkg/35
Keys	J	1.26
Manuals		.95 each
Elementary II Test Booklet (Grades 4-6)	J	6.70 pkg/35
Keys for Test Booklet	J	.52
IBM 805 Keys	J	.65
IBM 1230 Keys	J	.65
Intermediate Test Booklet (Grades 7-9)	J	6.70 pkg/35
Keys for booklet	J	.52
IBM 805 Keys	J	.65
IBM 1230 Keys	J	.65
Advanced Test Booklets (Grades 10-12)	J	6.70 pkg/35
Keys for Test Booklet	J	.52
IBM 805 Keys	J	.65
IBM 1230 Keys	J	.65

IBM 805 Answer Sheets (Elem II, Inter, Adv.)		2.90 pgk/35
IBM 1230 Answer Sheets (Elem II, Inter, Adv.)		3.65 pkg/35
Manuals, Elem. II, Inter. Adv.	J	.95
Class Record Sheets	ALL	.13

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OTIS QUICK-SCORING MENTAL ABILITY TESTS, Short Form

Grades 1-College

The new forms are shorter, but yield results directly comparable to the longer one. The Alpha Test (short form) is half verbal and half non-verbal. Separate answer sheets are optional, but available for the Beta and Gamma Tests and may be hand or machine scored with the separate machine key.

OTIS QUICK-SCORING MENTAL ABILITY TESTS	TIME	FORM	NET PRICE
Alpha Test (Grades 1-4)	25 min.	AS	$5.10 pkg/35
Class Records		AS	.13 each
Keys		AS	.25 each
Manuals		AS	.33 each
Beta Test (Grades 4-9)	30 min.	EM or FM	5.10 pkg/35
Keys for Test Booklets		EM,FM	.33 each
IBM 805 Answer Sheets		EM,FM	2.90 pkg/35
IBM 805 Machine Stencils (may be used for hand scoring)		EM,FM	.65 each
Manuals		EM,FM	.33 each
Gamma Test (High Sch.-College)	30 min.	FM	5.10 pkg/35
Keys for Test Booklets		FM	.20 each
IBM 805 Answer Sheets		FM	2.90 pkg/35
IBM 805 Machine Stencils		FM	.65 each
Manuals		FM	.33 each

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OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY

Grades 4-Col.

Group intelligence tests that are widely used because of their ease of administering and scoring, the variety of test material, and the simple method of obtaining IQ's.

OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY	TIME	FORM	NET PRICE
Intermediate Examination (Grades 4-9)	20 or 30 min.	A,B or D	$4.40 pkg/35
Higher Examination (High Sch.-College)	20 or 30 min.	D	4.40 pkg/35

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PEABODY PICTURE VOCABULARY TEST

ALL LEVELS OF INTELLECT INCLUDING THE SUPERIOR

An individual test of verbal intelligence. Easily administered, wide range picture vocabulary test utilizing a graduated series of 150 plates, each containing four pictures. To administer the scale, the examiner

provides a stimulus word orally as in "Show me car." The testee then points to, or in some other way indicates the picture which best illustrates the meaning of the stimulus word. Since plates are arranged in ascending order of difficulty, it is necessary only, to test the subject from a basal of eight consecutive correct responses to a ceiling of six errors in eight consecutive plates. Thus the scale is only given over the critical range for a particular subject, requiring only 10 to 15 minutes to administer. Raw scores can then be quickly converted to three types of derived scores: mental ages, standard score I. Q.'s and percentiles.

Especially appropriate for speech impaired, cerebral palsied, withdrawn distractive, mentally retarded, and remedial reading cases. No verbal responses required.

Complete Kit includes one series of plates, manual of directions with norms, and 50 individual response records.

PEABODY PICTURE VOCABULARY TEST		NET PRICE
Complete Kit		$10.55 per kit
Individual Response Records	A,B	3.50 pkg/50
Manuals		1.60 each

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PINTNER GENERAL ABILITY TESTS, REVISED EDITION, 1964-65 **Grades K-9**

Three of the four tests in the Pintner series have been revised; new items replace outdated content of the earlier forms, and new normative data reflect current levels of performance. *Primary,* grades K-2, is entirely pictorial and administered orally. *Elementary,* grades 2-4, *Scale 1* requires no reading and *Scale 2* is Reading Content. *Intermediate,* grades 4-9, measures seven aspects of general mental ability.

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PINTNER GENERAL ABILITY TESTS, REVISED EDITION	TIME	FORM	NET PRICE
Pintner-Cunningham Primary Test	25 min.	A,B	$7.40 pkg./35
Scoring Key		A,B	.39 each

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PINTNER GENERAL ABILITY TESTS: VERBAL SERIES **Grades 4-12**

A battery of mental tests that fulfill modern requirements for a complete series of group tests of general mental ability.

Pintner Intermediate Test (Grades 4-9)	45 min.	A or B	$5.25 pkg/35
Keys for Booklets		A,B	.15 each
IBM 805 Answer Sheets		A,B	2.25 pkg/35
IBM 805 Machine Keys (necessary with separate sheets)		A,B	.65 each
Manual for Interpreting		A,B	.55 each
Pintner Advanced Test (Grades 9-12)	55 min.	A or B	5.25 pkg/35
Keys for booklets		A,B	.15 each
IBM 805 Answer Sheets		A,B	2.25 pkg/35

IBM 805 Machine Keys (necessary with separate sheets)	A,B	.65 each
Manual for Interpreting	A,B	.55 each

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QUICK WORD TEST **Grades 9-Adult**

An economical yet reliable screening measure of verbal intelligence. In each form, 100 multiple choice vocabulary items are printed on one side of an IBM Answer Sheet.

QUICK WORD TEST	FORM	NET PRICE
Level 1, IBM 805 Test Sheet	AM	$3.80 pkg/35
IBM 805 Machine Key		.65 each
Level 2, IBM 805 Test Sheet	AM	3.80 pkg/35
IBM 805 Machine Key		.65 each

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REVISED BETA EXAMINATION

This well-known revision of the earlier Army Beta Test provides a measure of mental ability without requiring the subject to read. Six subtests: mazes, digit-symbol substitution, pictorial absurdities, paper form board, picture completion, and perceptual speed. The restandardization by R. M. Lindner and M. Gurvitz permits securing of a *Beta IQ* which is similar in statistical meaning to the Wechsler IQ.

REVISED BETA EXAMINATION	NET PRICE
Tests	$23.15 pkg/100

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SCHOOL AND COLLEGE ABILITY TESTS—SCAT SERIES II **Grades 4-14**

SCAT Series II is a complete revision of the original SCAT tests first published in 1956. While SCAT Series II retains the same objective—prediction of academic performance—and measures the same basic verbal and mathematical abilities as the original series, important changes have been made with the introduction of new types of items, fewer parts, and a significant reduction (without loss of reliability) in the time required for testing.

The test yields three scores: Verbal, Mathematical, and Total. To ensure continuity of data for previous SCAT users, the scores are reported on the same scale as the original series.

SCAT	FORM	NET PRICE
Level 4 Test Booklets (Grades 4-6)	A,B	$6.05 pkg/20
Level 3 Test Booklets (Grades 7-9)	A,B	6.05 pkg/20
Level 2 Test Booklets (Grades 10-12)	A,B	6.05 pkg/20
Level 1 Test Booklets (Grades 12-14)	A	6.05 pkg/20
Handbook		1.22 each
IBM 805 Answer Sheets		.04 each
IBM 1230 Answer Sheets		.04 each

SCHOOL AND COLLEGE ABILITY TESTS (SCAT) **GRADES 4-COLLEGE SOPHOMORES**

The SCAT series has been developed to help teachers, counselors and students estimate the capacity of individuals to undertake the

academic work of the next higher school level. The tests measures developed ability, indicative of the relative academic success the student is likely to achieve in his next steps up the educational ladder.

Each test booklet in the SCAT series contains four relatively short subtests or parts. Two of these subtests, Part I and III, are measures of developed ability in skills closely related in student success in the verbal kinds of school learning. The total number of right answers on these two parts is converted into a Verbal Score. The two other subtests, Part II and IV, are measures of ability in certain quantitative skills of number manipulation and problem solving. These two parts yield a Quantitative Score. The kinds of material in the four parts of the test are as follows:

Part 1—30 sentence-completion tasks
Part II—25 numerical computation tasks
Part III—30 vocabulary tasks
Part IV—25 numerical problem-solving tasks
Level V has 25 tasks in each of the four parts.

Separate answer sheets are required,—they may be hand or machine scored. Directions are packaged with the tests, but the Manual for Interpreting Scores must be ordered separately. When ordering tests specify level.

SCHOOL AND COLLEGE ABILITY TESTS (SCAT)	TIME	FORM	NET PRICE
Level 5 (Grades 4-6)	70 min.—can be divided into two 45 min. periods	A or B	$6.05 pkg/20
Level 4 (Grades 6-8)	Same as Level 5	A or B	6.05 pkg/20
Level 3 (Grades 8-10)	Same as Level 5	A or B	6.05 pkg/20
Level 2 (Grades 9-12)	Same as Level 5	A or B	6.05 pkg/20
Level 1 (Grades superior 12, college freshmen and sophomores)	Same as Level 5	A	6.05 pkg/20
Extra Accessories FOR ALL LEVELS &			
IBM 1230 Answer Sheets			.04 each
IBM 805 Answer Sheets			.80 pkg/20
Class Records			.11 each
Manual for Interpreting			1.22 each
Student Profile Sheets			2.60 pkg/20
Punch Out Stencils			.11 each

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SRA PRIMARY MENTAL ABILITIES
(SRA-PMA) Rev. 1962 **GRADES KINDERGARTEN-12**

The SRA Primary Mental Abilities test is a guide in grouping students according to ability. Pertinent tests at different age and grade levels account for the appropriate differences in abilities. Counselors find the SRA Primary Mental Abilities results equally useful in predicting educational success and in counseling the student and his parents

in the vital areas of educational and vocational planning, where a realistic picture of intellectual strengths and weaknesses is of major importance.

SRA PRIMARY MENTAL ABILITIES (SRA-PMA)	TIME	NET PRICE
Grades K-1 Consumable Booklets	60 min.	4.10 pkg/20
Manuals		.65 each
Grades 2-4 Consumable Booklets	60 min.	4.10 pkg/20
Manuals		.65 each
Grades 4-6 Reusable Booklets	60 min.	.70 each
IBM 805 Answer Sheets		.07 each
IBM 805 Stencils		1.25 per set
Manuals		.65 each
Profiles		.05 each
Grades 6-9 Reusable Booklets	55 min.	.70 each
IBM 805 Answer Sheets		.07 each
IBM 805 Stencils		1.90 per set
Manuals		.65 each
Profiles		.05 each
Grades 9-12 Reusable Booklets	55 min.	.70 each
IBM 805 Answer Sheets		.07 each
IBM 805 Stencils		1.90 per set
Manuals		.65 each
Profiles		.05 each

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SLOSSON INTELLIGENCE TEST (SIT) **Children & Adults**

This is a short individual screening instrument for use by professional persons such as teachers, principals, psychologists, guidance counselors, social workers, nurses, reading specialists, speech therapists, etc. It is also intended for physicians, pediatricians, etc. and others who deal in a responsible professional way with problems in teaching, guidance and counseling. Has a high reliability coefficient of .97 (test-retest interval within a period of two months). Has a high validity coefficient of .95 in correlation with the Stanford-Binet, Form L-M. (The Stanford-Binet, Form L-M by Lewis M. Terman and Maud A. Merrill, published by Houghton Mifflin Company, Boston, 1960, was used as the criterion of validity.)

SLOSSON INTELLIGENCE TEST (SIT)	FORM	NET PRICE
Complete Set of SIT		$4.75 pkg/20
Score Sheets		1.00 pkg/20
Oral Reading		1.00 pkg/20
A Game to improve your child's reading		1.00 pkg/20
IQ classification & Percentile Charts		1.00 pkg/20
The Relationship between intelligence, adjustment & efficiency		1.00 pkg/20
Emotionally disturbed children & delinquency		1.00 pkg/20

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STANFORD-BINET SCALES
(Copyright 1960) **GRADES 2 TO ADULT**

An individual test of intelligence, to be given by a *qualified* examiner to only one person at a time. Every person who is to give the test should first study the Manual thoroughly—this gives specific directions for administering and scoring the scales. Proper administration and reliable results depend on the accurate following of these directions.

STANFORD-BINET SCALES	TIME	FORM	NET PRICE
Record Booklets	No limit	L-M	$5.65 pkg/35
Record Forms		L-M	3.05 pkg/35
Printed Material (Large)		L-M	3.50 each
Printer Material (Small)		L-M	1.55 each
Manual		L-M	6.05 each

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TESTS OF GENERAL ABILITY (TOGA) **GRADES 2-12**

These TOGA tests are intelligence tests for use at all elementary and high school grade levels. Test items are entirely pictorial in order to provide fair measures of mental ability for all pupils—including those who cannot read well or who are deficient in arithmetic skills. TOGA is a fair measure for the child who has been poorly prepared in school or who has missed parts of his educational experience.

Each test is divided into two parts which contain two different types of test questions:

PART I—Verbal-cultural. Here test items are based on the child's total experience—his familiarity with the world around him. He will draw upon his accumulated experience gained at home, in the school, in social groupings; from radio, TV, and books. Part I will also test his knowledge of American culture, science, social studies, general world affairs, and the arts.

PART II—Reasoning-non-cultural. This section is comprised entirely of test items made up of geometric designs which test the student's powers of abstract reasoning. Part II offers an equal challenge no matter what the student's cultural environment; the child from a low socio-economic background can achieve as highly on this test as the student from a high socio-economic background.

TOGA norms gives 2 scores: Norms for the Test of General Ability are equated to the norms for the SRA Achievement Series and the Iowa Test of Educational Development. Each pupil's test is scored for his "Grade Expectancy"—a score that can be compared directly with his "Grade Equivalent" on achievement tests. In addition to the "Grade Expectancy" score, the test also provides an IQ for each child.

TESTS OF GENERAL ABILITY (TOGA)	TIME	NET PRICE
Test Booklets (Grades 4-6)	35-45 min.	$4.30 pkg/20
IBM 805 Answer Sheets		.06 each
IBM 805 Stencils		.60 each

Manuals		.30 each
Test Booklets (Grades 6-9) (All prices are the same as above)	35-45 min.	4.30 pkg/20
Test Booklets (Grades 9-12) (All prices are the same as above)	35-45 min.	4.30 pkg/20

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Achievement Batteries and Tests

CALIFORNIA ACHIEVEMENT TEST BATTERIES (Copyright 1957)—1963 Norms **GRADES 1-14**

The five levels of the California Achievement Tests provide an articulated series which measures, at appropriate levels, the basic skills and learning functions. This makes possible a sequential testing program from grades 1-14 in both a statistically scaled and continuous area-of-content manner. The various forms (W,X, etc.) on each level can be alternated for retesting as they are equivalent in content, discriminating power, and difficulty. Time: 29-150 minutes.

CALIFORNIA ACHIEVEMENT TESTS	FORM	NET PRICE
Lower Primary (Grades 1-2)	W,X	$7.30 pkg/35
Class Records	ALL	.13 each
Keys	ALL	.39 per set
Manual/1963 Norms	ALL	.95 each
Upper Primary (Grades 3-Lower 4)	W,X	7.70 pkg/35
Class Records	ALL	.13 each
Keys	ALL	.39 per set
Manuals/1963 Norms	ALL	.95 each
Elementary (Grades 4-6)	W,X,Y,Z	8.50 pkg/35
Class Records	ALL	.13 each
IBM 805 Answer Sheets: Arithmetic	ALL	.07 each
Language	ALL	.07 each
Reading	ALL	.07 each
IBM 805 Hand Stencils	ALL	.95 each
IBM 805 Machine Stencils	ALL	6.63 per set
Scorezes: Arithmetic	ALL	.13 each
Language	ALL	.13 each
Reading	ALL	.13 each
Keys (for test booklets)	ALL	.13 each
Manuals/1963 Norms	ALL	.95 each
Profiles	ALL	.04 each

IBM 1230 answer sheets and stencils for Elementary, Junior High and Advanced are the same price as the IBM 805 answer sheets.

Junior High (Grades 7-9) (All prices are the same as Elementary with the exception of Machine Stencils)	W,X,Y,Z	$8.50 pkg/35
Advanced (Grades 9-14) (All prices are the same as Elementary with the exception of Machine Stencils)	W,X,Y	8.50 pkg/35
IBM 805 Machine Stencils	ALL	6.55 per set

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IOWA HIGH SCHOOL CONTENT EXAMINATION (Copyright 1943) GRADES 11-12

Based on the month of April — this quick-scoring examination is designed to provide an accurate appraisal of the high school senior's and the college student's knowledge of the four basic areas of the typical academic high school curriculum (English Grammar and Literature, Mathematics, Science, and Social Studies). Total score furnishes an evaluation of the student's general mastery of the subject-matter content in these areas. Part scores reveal fields in which the student is strong or weak. Each package contains 25 test booklets and 25 hand-scoring answer sheets.

IOWA HIGH SCHOOL CONTENT EXAMINATION	FORMS	NET PRICE
Test Booklet/answer sheets	L or M	$4.25 pkg/25
Extra Hand-scoring Answer Sheets		.05 each
Hand Stencils (not in pkg. of tests—Specify form)	L,M	.27 per set
IBM 805 Answer Sheets		.08 each
IBM 805 Machine Stencils (specify form)	L,M	.54 per set
Examiner's Manual (Not in pkg. of tests)		.40 each

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IOWA TESTS OF BASIC SKILLS (Copyright 1956) GRADES 3-9

Tests for grades 3 through 9 are in one spiral-bound reusable booklet. The tests for each grade are adapted specifically to that grade, using some of the test items from adjacent grades which are appropriate for measuring the extreme ranges in the grade tested. Areas tested are Vocabulary, Reading Comprehension, Language Skill, Work-Study Skills, and Arithmetic Skills.

IOWA TEST OF BASIC SKILLS	FORM	NET PRICE
Test Booklets (Specify Form)	I II III or IV	$1.15 each
MRC Answer Sheets/Manual/2 Class Records, 35 profiles (Specify Grade)		4.22 pkg/35
MRC Answer Sheets, single copy, (Specify Grade)		.10 each
Scoring Masks (Specify *Grade* & *Form*)	I II III or IV	.95 each
Teacher's Manuals	ALL	.76 each
Manual for Administrators	ALL	1.15 each
Class Records	ALL	.04 each
Profiles	ALL	.05 each

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IOWA TEST OF EDUCATIONAL DEVELOPMENT (Copyright 1952) GRADES 9-12

A battery of nine objective tests designed to provide a comprehensive and dependable description of the general educational development of the high school pupil. Over 700 items are included, each selected for its discriminating power in the evaluation of the ultimate and lasting results of an educational program.

This is not primarily a test of subject matter; emphasis here is on broad intellectual skills and interests, or understanding of and ability to use what is learned, rather than on sheer knowledge of facts. The tests are designed for annual administration to all students in the upper grades, regardless of grade classification or course registration. School administrators have found it a reliable and scientific aid in adapting instruction and guidance to individual pupil needs, evaluating and raising the levels of class and school achievement, correcting student and curriculum weaknesses, identifying gifted children and stimulating better education, reducing the number of drop-outs and repeaters.

Form Y-3S tests come in individual packages and can be ordered separately, or as a battery. Please specify, IBM answer sheets and stencils, by Test *Number* and *Title*. A separate answer sheet is required for each test administered. For example: If all nine tests are administered, each student would need nine answer sheets. Form X-4 or Y-4 is a single booklet of all 9 tests.

IOWA TEST OF EDUCATIONAL DEVELOPMENT (Copyright 1952)	**FORM**	**NET PRICE**
Test 1, Understanding of Basic Social Concepts. 55 mins.	Y-3S	$3.05 pkg/20
IBM 805 answer sheets		.07 each
IBM 805 Machine keys		.65 each
Extra Manual		.32 each
Class Records		.10 each
Profile leaflets		.07 each
Test 2, General Background in the Natural Sciences. 60 mins.	Y-3S	Same as Above
Test 3, Correctness and Appropriateness of Expression. 60 mins.	Y-3S	"
Test 4, Quantitative Thinking. 65 mins.	Y-3S	"
Test 5, Interpretation of Reading Materials in the Social Studies. 60 mins.	Y-3S	
Test 6, Interpretation of Reading Materials in the Natural Sciences. 60 mins.	Y-3S	
Test 7, Interpretation-Literature. 50 mins.	Y-3S	"
Test 8, General Vocabulary. 22 mins.	Y-3S	"
Test 9, Use of Sources of Information. 27 mins.	Y-3S	"

IOWA TEST OF EDUCATIONAL DEVELOPMENT (Copyright 1960)	**FORM**	**NET PRICE**
Test Booklets (all 9 tests)	X-4	$1.28 each

Test Booklets (all 9 tests)	Y-4	1.28 each
IBM 1230 Answer Sheets		.09 each
IBM 1230 Hand-Scoring Stencils	X-4 or Y-4	2.83 set
Norms Booklets		.32 each
How to Use Test Results		.45 each
School Administrator's Manual		.65 each
Examiner's Manual		.65 each
IBM 1230 Examiner's Manual		.65 each

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METROPOLITAN ACHIEVEMENT TESTS (Copyright 1959) **GRADES 1-12**

Metropolitan Achievement Tests measure the essential skills of reading, arithmetic, and language, and, at the appropriate grades, the mastery of study skills and of science and social studies content.

METROPOLITAN ACHIEVEMENT TESTS (Hand Scoring)	FORM	NET PRICE
Primary I (Latter half of Grade 1) 105 mins.	A,B,C	$9.01 pgk/35
Extra accessories		1.63 per set
Primary II (Grade 2 and beginning 3) 2 hrs.	A,B,C	11.32 pkg/35
Extra accessories		2.13 per set
Elementary (Grades 3 & 4) 2 hrs., 45 mins.	A,B,C	11.54 pkg/35
Extra accessories		2.38 per set
Intermediate Complete (Grades 5 & 6) 4 hrs.	A,B,C	14.88 pkg/35
Extra accessories		2.88 per set
Intermediate Partial (Grades 5 & 6) 3½ hrs. (Social Studies and Science not included in battery)	A,B,C	11.58 pkg/35
Extra accessories		2.63 per set
Advanced Complete (Grades 7-9) 4¼ hrs.	A,B,C	14.88 pkg/35
Extra accessories		3.10 per set
Advanced Partial (Grades 7-9) 3 hrs. 45 mins. (Subjects same as Intermediate Partial)	A,B,C	12.58 pkg/35
Extra accessories		2.95 per set
Intermediate Complete (Grades 5 & 6) 4½ hrs.	AM or BM	15.56 pkg/35
IBM 805 Answer Sheets: Arithmetic (Specify form)	AM or BM	2.90 pkg/35
Language	AM or BM	2.90 pkg/35
Reading	AM or BM	2.90 pkg/35
Social Studies	AM or BM	2.90 pkg/35

IBM 805 Machine Stencils (Specify form)	AM or BM	4.39 per set
Advance Complete (Grades 7-9) 4½ hrs. IBM answer sheets and stencils same as intermediate (Specify forms)	AM or BM	15.59 pkg/35
High School Battery (Grades 9-12) 5¼ hours (7 sittings)	AM, BM	14.88 pkg/35
IBM 805 Answer Sheets:		
Reading, Spelling, Language (Specify form)	AM, BM	2.90 pkg/35
Study Skills & Social Studies	AM, BM	2.90 pkg/35
Mathematics & Science	AM, BM	2.90 pkg/35
IBM 805 Machine Keys (Specify form)	AM, BM	3.76 set/6
Directions		.51 each
Guide for Interpreting		.38 each
Class Records		.13 each
Profile Charts		2.64 pkg/35

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STANFORD ACHIEVEMENT TEST—1964 Edition GRADES 1-12

This latest revision of the Stanford series offers completely new, up-to-date content, organization, format, and norms based on the 1963 standardization program involving pupils in all 50 states. The Stanford Achievement Test measures the instructional outcomes sought in today's schools in both content and skills areas. It provides dependable, efficient measurement to aid in instruction, guidance, and evaluation of the curriculum.

Six complete batteries cover commonly taught subject matter of the twelve grades.

STANFORD ACHIEVEMENT TEST	FORM	NET PRICE
Primary I Battery (Grades 1.5-2.4) 3 hrs.	W, X, Y	8.33 pkg/35
*Scoring Key	W, X, Y	1.13 set
Primary II Battery (Grades 2.5-3.9) 4 hrs.	W, X, Y	8.66 pkg/35
*Scoring Key	W, X, Y	1.51 each
Intermediate I Battery (Grades 4.0-5.4) 5 hrs.	W, X, Y	13.72 pkg/35
*Scoring Key for Test Booklet	W, X, Y	1.63 each
IBM 805 Answer Sheets—Sets	ALL	8.65 pkg/35
IBM 805 Machine Keys	W,X,Y	3.14 set/5
IBM 1230 Answer Sheets (set of 3)	W,X,Y	10.55
IBM 1230 Stencil Keys	W,X,Y	3.14 set
Intermediate II Battery (Grades 5.5-6.9) 5½ hrs.	W, X, Y	13.72 pkg/35
*Scoring Keys for Test Booklet	W, X, Y	1.63 each
IBM 805 Answer Sheets—Set	ALL	8.65 pkg/35
IBM 805 Machine Keys	W,X,Y	3.76 set/3
IBM 1230 Answer Sheets (set of 3)	W,X,Y	10.55
IBM 1230 Stencil Keys	W,X,Y	3.14 set

Advanced Battery (Grades 7.0-9.9)	W, X, Y	13.72 pkg/35
*Scoring Keys for Test Booklet	W, X, Y	1.63 each
IBM 805 Answer Sheets—Set	ALL	8.65 pkg/35
IBM 805 Machine Keys	W,X,Y	3.76 set/6
IBM 1230 Answer Sheets (set of 3)	W,X,Y	10.55
IBM 1230 Stencil Keys	W,X,Y	3.76 set
High School Battery (Grades 9-12)		
5 hrs. 20 mins. (6 sittings)	W, X	17.86 pkg/35
IBM 805 Answer Sheets	ALL	5.79 pkg/35
IBM 805 Machine Keys (Specify form)	W, X	3.14 set/4
IBM 1230 Answer Sheets	ALL	7.03 pkg/35
IBM 1230 Stencil Keys	W,X,Y	2.15 set
Comprehensive Manual		1.26 each

*Scoring Keys do not come in package of tests.

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SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP) GRADES 4-Adult

The STEP series makes possible a testing program aimed at the central goal of most teachers—the ability of students to use what they have learned in the classroom. They measure these skills in a continuous way from the fourth grade of elementary school through the sophomore year of college.

SEQUENTIAL TEST OF EDUCATIONAL PROGRESS	FORM	NET PRICE
Level 4 — *Reading Test* (Grades 4-6) 70 mins.	A,B	$6.05 pkg/20
Writing Test	A,B	6.05 pkg/20
Mathematics Test	A,B	6.05 pkg/20
Science Test	A,B	6.05 pkg/20
Social Studies Test	A,B	6.05 pkg/20
Listening Test	A,B	6.05 pkg/20
Directions for Administering and Scoring for Listening only	A,B	1.22 each
IBM 805 Answer Sheets (One sheet per student for each test given)	ALL	.04 each
Punchout Stencil	A,B	.11 each
Manual for Interpreting (Specify level & subject)	A,B	1.22 each
Technical Reports	ALL	1.22 each
Score Distribution sheets	ALL	.11 each
Student Report Forms	ALL	.80 pkg/20
Profiles	ALL	2.60 pkg/20
Level 3 — (Grades 7-9)	A,B	Same as above
Level 2 — (Grades 10-12)	A,B	Same as above
Level 1 — (Freshman & Sophomore College)	A,B	Same as above

Foreign Language

COOPERATIVE FOREIGN LANGUAGE TESTS (Copyright 1965)

In each language the tests assess skills in Listening, Speaking, Reading and Writing at two levels of competence. Level "L" intended for secondary students completing one or two years of study and college students with two semesters of study. Level "M" intended for secondary students completing three or four years of study and college students completing four semesters of study. For each language there are four test booklets. Lower level booklets are designated LA or LB, and higher levels as MA or MB. The forms at each level may be used alternatively. Each booklet contains complete tests in Reading and Writing, the printed stimulus materials and pictures for Speaking. There is also an evaluation form for the teacher to use in scoring the Speaking test. Tests of various skills are not available separately. IBM 805 answer sheets for use if Listening or Reading tests are to be scored on the IBM 805 scoring machine or by hand. One *Handbook* covers all tests. It includes detailed Directions for Administering and Scoring, the Technical Report, and the Manual for Interpreting Scores. When ordering materials specify language, level, and form.

COOPERATIVE FOREIGN LANGUAGE TESTS	FORM	NET PRICE
French Test Booklets	LA, LB, MA or MB	$6.05 pkg/10
Scoring Keys for Booklets	LA, LB, MA or MB	.31 each
Spanish Test Booklets	LA, LB, MA or MB	6.05 pkg/10
Scoring Keys for Booklets	LA, LB, MA or MB	.31 each
IBM 805 Answer Sheets	ALL	.63 pkg/20
Punch-Out Scoring Stencils (for IBM Answer Sheets)		1.10 pkg/10
Handbook	ALL	1.21 each
Norms Booklet	ALL	1.21 each

Language Arts

BARRETT-RYAN-SCHRAMMEL ENGLISH TEST **GRADES 9-12**

This test is based on the common content of leading textbooks and courses of study, the experience of teachers and supervisors using earlier editions, and detailed study of types of student's errors. Answer sheets are optional.

BARRETT-RYAN-SCHRAMMEL ENGLISH TEST	FORM	NET PRICE
Test Booklets. 60 mins.	DM,EM	$6.95 pkg/35
IBM 805 Answer sheets (Score with keys in pkg. of tests)	ALL	2.90 pkg/35

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CALIFORNIA LANGUAGE TEST **GRADES 4-14**

This test is the Language test taken from the achievement series of the California Achievement Tests. Answer sheets or scorezes are optional.

CALIFORNIA LANGUAGE TEST	FORM	NET PRICE
Elementary (Grades 4-6) 25 mins.	W,X	5.27 pkg/35
IBM 805 Answer Sheets	ALL	.07 each
Scorezes	ALL	.13 each
IBM 805 Hand Keys for answer sheets	ALL	.95 each
IBM 805 Machine Keys	ALL	1.90 each
Junior High (Grades 7-9) (All prices are the same as Elementary with the exception of Machine Keys)	W,X	5.27 pkg/35
Machine Keys	ALL	1.90 each
Advanced (Grades 9-14) (All prices are the same as Elementary with the exception of Machine Keys)	W,X	5.27 pkg/35
Machine Keys	ALL	1.90 each

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CALIFORNIA PHONICS SURVEY (Copyright 1963) **GRADES 7-Adult**

This test is more than a measure of phonic skills. It is also a measure of the effective use of these skills in silent reading, spelling, composition, and mechanics of English. It identifies students who have acquired all the phonics facts necessary for accurate reading, but who do not make adequate use of this knowledge in their reading. In addition, it identifies those who lack these necessary phonic skills, but who have developed such sight vocabularies that this handicap has been effectively covered up. The Diagnostic Profile reveals the areas in which students have particular weaknesses in phonic skills.

Two forms of the test are available. The test booklet, which contains the possible responses, is the same for both forms and manual contains the two sets of stimulus words, sentences, or sounds that are read to

the examinees. Form 1 can be used for survey testing and diagnostic analysis. Form 2 is available for survey testing only. Because of the unusual syllables which occur, the use of taped directions assures uniform and proper pronunciation. Examinees may record their responses either on IBM Answer Sheets, scorezes, or in the test booklet.

CALIFORNIA PHONICS SURVEY	FORM	NET PRICE
Test Booklet (Grades 7-Adult) 40 mins.	1	$4.20 pkg/35
Manual of Directions	1	.95 each
Tape Recorded Directions for Administration	1	7.48 each
IBM 805 Answer Sheets	ALL	.07 each
Scoreze (Form 1 only)	1	13 each
IBM 805 Hand/Machine Scoring Stencils (Specify Form)	1	8.45 per set

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COOPERATIVE ENGLISH
(Combined booklet edition) 1960 **GRADES 9-12**

This comprehensive instrument to measure the most important basic English skills has now been compiled into two tests for each level instead of three. There is only one answer sheet for the revised edition and it can be hand or machine scored. The same answer sheet is used for all forms and all levels.

COOPERATIVE ENGLISH	FORM	NET PRICE
Lower Level Test Booklets	2A, 2B	$8.45 pkg/20
IBM Answer Sheets	ALL	.63 pkg/20
Manual for Interpreting scores	ALL	1.21 each
Student Report-Profile	ALL	1.20 pkg/20
Score Distribution Sheets	ALL	1.21 pkg/50
Technical Report	ALL	1.21 each
Higher Level Test Booklets	1A, 1B	All prices same as above.
Punch-out Stencils		.11

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ESSENTIALS OF ENGLISH TEST **GRADES 7-12**

This test comes in a six-page booklet which is divided into five parts as follows: I, Spelling; II, Grammatical Usage; III, Word Usage; IV, Sentence Structure; V, Punctuation and Capitalization.

The package contains tests, directions, scoring key, class record and Diagnostic Key.

ESSENTIALS OF ENGLISH	FORM	NET PRICE
Test Booklets	A or B	2.75 pkg/25

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INGLIS TESTS OF ENGLISH VOCABULARY **GRADES 6-ADULT**

These tests are designed to measure the pupil's knowledge of those words that belong neither to the everyday vocabulary of commonest words nor to the special or technical vocabularies, but to the vocabulary

of the intelligent reader. Consequently the purpose is primarily to test the reading vocabulary rather than the active vocabulary.

INGLIS TESTS OF ENGLISH VOCABULARY	FORM	NET PRICE
Lower Level Tests (Grade 6-10)	X,Y	$3.00 pkg/30
Upper Level Tests (Adult)	A,B	3.30 pkg/30

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IOWA LANGUAGE ABILITIES TESTS **GRADES 4-10**

There are two tests in this group. Each test covers spelling, word measuring, language usage, capitalization, and punctuation. The Intermediate also covers sentence sense and grammatical form recognition. A Manual for Interpreting, which must be ordered separately, gives detailed information on diagnosis and remediation.

IOWA LANGUAGE ABILITIES	FORM	NET PRICE
Elementary Test Booklets (Grades 4-7)	A	$4.05 pkg/35
Manual for Interpreting	ALL	.35 each
Intermediate Test Booklets (Grades 7-10)	A, B	4.95 pkg/35
Manual for Interpreting	ALL	.35
Intermediate Test Booklets (Machine) (Grades 7-10)	AM or BM	6.35 pkg/35
IBM 805 Answer Sheets	AM/BM	2.50 pkg/35
IBM 805 Machine Stencils		.85 per set
Manual for Interpreting		.35 each

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TEST OF ENGLISH USAGE **Hi. Sch.-College**

Divided into three parts: Test I, Mechanics of Writing, which includes capitalization, use of the apostrophe, and punctuation; Test II, Accurate Use of Words, which includes words of action and verb forms; and Test III, Building Sentences and Paragraphs. Student answers are marked on the test booklet or on separate scorezes or IBM answer sheets. The IBM answer sheets can be scored by hand with the hand-scoring stencil.

TEST OF ENGLISH USAGE	FORM	NET PRICE
Test Booklets	A	4.85 pkg/35
Scorezes		.13 each
IBM 805 Answer Sheets		.07 each
IBM 805 Hand Stencils		.95 each
IBM 805 Machine Stencils		5.65 each

Mathematics

BASIC SKILLS IN ARITHMETIC TESTS **GRADES 6-12**

Fundamental arithmetic skills, including problems involving whole numbers, fractions, decimals, and percentages are measured by this test. Results help determine group and individual instructional needs. They can also be used for counseling and selection of students for enrollment in courses requiring arithmetical background. Diagnostic class record sheets must be ordered separately.

BASIC SKILLS IN ARITHMETIC TESTS	FORM	NET PRICE
Test Booklets (Grades 6-12) 45 mins.	A	$ .20 each
Diagnostic Class Record Sheets		.17 each

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BLYTH SECOND-YEAR ALGEBRA TEST (1966) **GRADES 9-12**

End-of-course measure of achievement in a contemporary second-year algebra course. Time: 40 minutes.

BLYTHE SECOND-YEAR ALGEBRA TEST	FORM	NET PRICE
Test Booklet	E, F	$3.90 pkg/35
Scoring Key (for booklet)	E, F	1.01 each
IBM 805 Answer Sheet		2.90 pkg/35
IBM 805 Machine Key		.63 each

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BRESLICH ALGEBRA SURVEY TEST **1st-2nd SEMESTERS**

The First Semester Test is used at the end of the first semester to determine how much algebra the pupils have assimilated and where the work needs to be strengthened for individuals and for classes. Consists of six parts: Part I, Algebra Concepts; Part II, Changing Algebraic Expressions to Simpler Forms; Part III and Part IV, Solving Equations and Deriving Equations from Problems; Part V, Formulas and Graphs; Part VI, Factoring.

The Second Semester Test used at the end of the second semester consists of six parts: Part I, Algebraic Concepts; Part II, Algebraic Processes; Part III, Solving Equations; Part IV, Problems; Part V, Fractions; Part VI, Functional Relationships.

BRESLICH ALGEBRA SURVEY TEST	FORM	NET PRICE
1st Semester Test. 42 mins.	A,B	$3.97 pkg/35
2nd Semester Test. 52 mins.	A,B	3.97 pkg/35

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CALIFORNIA ALGEBRA APTITUDE TEST **Jr. Hi. and Sr. Hi.**

This test is used to recognize as early as possible and place in ability sections pupils of superior aptitude for mathematics for the more intensive instruction suited to their capacities, so that the students incapable of profiting from the study of algebra may be spared the waste of time and effort and may direct their energies to other subjects.

CALIFORNIA ALGEBRA APTITUDE TEST	NET PRICE
Test Booklets	$2.56 pkg/25

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CALIFORNIA ARITHMETIC TEST **GRADES 1-4**

These tests are identical to the corresponding parts of the complete California Achievement Test batteries, WXYZ. Each level is divided into two major tests, Arithmetic Reasoning and Arithmetic Fundamentals. The major tests in turn are divided into three or four sections, giving part scores for diagnostic purposes. IBM Answer Sheets and Scorezes are optional.

CALIFORNIA ARITHMETIC TEST	FORM	NET PRICE
Lower Primary (Grades 1-2)	W,X	$4.87 pkg/35
Upper Primary (Grades 3-4)	W,X	same as above
Elementary (Grades 4-6)	W,X	5.27 pkg/35
IBM 805 Answer Sheets (Specify Grade)	ALL	.07 each
IBM 805 Machine Stencil (Specify Grade & Form)	W,X	2.83 each
IBM 805 Hand Stencil (Specify Grade and Form)	W,X	.95 each
Scorezes (Specify Grade)	W,X	.13 each
Junior High (Grades 7-9)	W,X	5.27 pkg/35
Advanced (Grades 9-14)	W,X	5.27 pkg/35

IBM, scorezes, etc., same as Elementary.

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CONTEMPORARY MATHEMATICS TEST (Copyright 1965) Grades 3-12

The *Contemporary Mathematics Test* series is designed to assess knowledge of concepts unique to the several most widely taught modern mathematics programs. This five-level series (including contemporary algebra), with two forms at each level, supplements the *California Achievement Tests*. The series provides an indication of the extent to which any student or class has mastered the course content at the appropriate grade level. Although the tests are divided into two parts (administrative units) and contain items reflecting eight content categories, only one score—the total—is obtained. Emphasis is placed on measuring understanding of concepts and skills in the areas of (1) structure and number, and (2) special mathematical devices. All tests are composed of machine-scorable, multiple-choice items, and any level may be administered using one set of directions and one especially designed answer form. Answers may be marked either in the test booklet or on separate answer forms, but supplemental directions are required when a separate answer form is used. Responses marked in the booklet must be hand scored; the answer form may be scored by hand or by machine.

CONTEMPORARY MATHEMATICS TEST	TIME	FORM	NET PRICE
Lower-Elementary (Grades 3-4)	35 min.	W or X	$5.73 pkg/35
Upper-Elementary (Grades 5-6)	35 min.	W or X	5.73 pkg/35
Junior High (Grades 7-9)	40 min.	W or X	5.73 pkg/35
Algebra (First year of study, generally Grades 8-9)	45 min.	W or X	5.73 pkg/35
Advanced (Grades 9-12)	45 min.	W or X	5.73 pkg/35
IBM 1230 Answer Sheets (ALL LEVELS)		ALL	.07 each
IBM 1230 Hand Key (ALL LEVELS)		ALL	.95 each
Examiner's Manual		ALL	.95 each

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COOPERATIVE MATHEMATICS TESTS **Grades 8-9-High School**

Algebra I: Terminology; combining terms; translation from verbal to algebraic expressions; solution of linear equations; substitution in algebraic expressions and equations; solution of literal equations; exponents and roots; algebraic multiplication and division; averages; systems of linear equations; graphs of linear functions; linear inequalities and order; factoring and quadratic equations; division by zero variation.

Algebra II: Operations with algebraic expressions; roots and powers of numbers; solution of linear equations and inequalities; solution of quadratic equations and inequalities; solution of systems of equations and inequalities; solution of "word problems"; properties of linear functions; properties of quadratic functions; factoring; progressions; logarithms; exponential equations and equations involving radicals; complex numbers; evaluation of a function; absolute value.

Algebra III: Algebraic fractions; equations of first degree; equations of second degree; equations of degree > 2; systems of equations; functions; exponents and exponential equations; binomial expansion; complex numbers; logarithms; determinants; graphs and coordinates; properties of polynomials; inequalities; series and sequences; absolute value.

Arithmetic: Basic laws and properties of operation; odd and even numbers; factors and multiples; place value; number line; ordering and inclusion; operations with whole numbers; fractions and mixed numbers; decimals; percentage; conversions (decimals, fractions, per cent); denominate numbers; ratio and proportion; scales; averages; graphs; estimation.

Geometry: Angle relations and measures; angle relations, parallel lines; properties of triangles; areas and perimeters (plane figures except circles); circles; circumference and area of circles; applications of pythagorean theorem; properties of polygons (more than 3 sides); congruence; similarity; logic and nature of proof; coordinate geometry; solids; parallelism and perpendicularity in space; locus in space. This test has two parts. Part I deals with plane geometry concepts; Part II covers material drawn from both plane and solid geometry.

Structure of the Number System (Modern Mathematics classes): Arithmetic judgement; commutative, associative and distributive laws; clos-

ure; inverses and identities; properties of integers; place value; factors, divisors, and multiples; prime numbers; number lines; zero denominator; number systems (bases other than 10); modular arithmetic; Roman numerals.

Trigonometry: Definition of trigonometric functions; radian measure of angles; interpolation in tables; trigonometric functions of special angles; functions of (positive and negative) angles in different quadrants; inverse trigonometric functions; fundamental identities; addition and double angle formulas; solution of right triangles; area of triangles; trigonometric equations; trigonometric inequalities; laws of sines and cosines; periodicity and amplitude; graphs of trigonometric functions.

COOPERATIVE MATHEMATICS TESTS	FORM	NET PRICE
Algebra I Test Booklets	A, B	$6.05 pkg/20
Algebra II Test Booklets	A, B	6.05 pkg/20
Arithmetic (Grades 7, 8, 9) Test Booklets	A, B	6.05 pkg/20
Geometry Test Booklets	A, B	6.05 pkg/20
Structure of the Number System (Grades 8, 9) Test Booklets	A, B	6.05 pkg/20
Trigonometry Test Booklets	A, B	6.05 pkg/20
IBM 805 Answer Sheets		.63 pkg/20
IBM 1230 Answer Sheets		.04 each
Punch-out stencils		.11 each
Mathematics Handbook (For all math. tests)		1.21 each

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IOWA ALGEBRA APTITUDE TEST **High School**

This index to a pupil's ability to master algebra is now available in a quick-scoring form. Designed to be given before formal study of the subject. Gives an objective basis for advising pupils whether or not to elect Algebra. May also be used for sectioning pupils. Separate answer sheets are optional. No manual comes in the package.

IOWA ALGEBRA APTITUDE TEST	FORM	NET PRICE
Test Booklets		$2.65 pkg/25
Manuals (Required)		.40 each
IBM 805 Answer Sheets		.07 each
IBM 805 Machine Stencil		.39 per set
IBM 805 Hand Stencils		.45 per set

IOWA ALGEBRA APTITUDE TEST,
Third Edition (1967) **High School**

Designed for use with modern mathematics classes as well as regular algebra classes. This test has been shown to possess high reliability and validity. The reliability was estimated at .93 by the Kuder-Richardson procedure, and correlations with achievement tests produced validity coefficients of .75 and .78.

IOWA ALGEBRA APTITUDE TEST	NET PRICE
Test Booklets	$6.85 pkg/35
IBM 805 Answer Sheets	.07 each
IBM 805 Keys	.35 each
Keys for Test Booklet	.55 each
Manuals	.45 each
Class Records	.12 each

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LANKTON FIRST-YEAR ALGEBRA TEST (1965) **Grades 9-12**

A measure of achievement of today's objectives in the introductory high school algebra course. Time: 40 minutes.

LANKTON FIRST-YEAR ALGEBRA TEST	FORM	NET PRICE
Test Booklet	E, F	$8.90 pkg/35
Scoring Key (for booklet)	E, F	1.01 each
IBM 805 Answer Sheet		2.90 pkg/35
IBM 805 Machine Key		.65 each

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LEE TEST OF ALGEBRAIC ABILITY **High School**

The specific uses to which the results of this test can be applied are:

1. To determine whether or not a student should take algebra.
2. To aid in sectioning classes.
3. To determine various levels of ability within the class as an aid to instruction in case conditions do not permit sectioning.
4. To discover, at the beginning of the term, pupils who are capable of doing exceptional work in algebra.
5. To provide a measure of the student's algebraic ability so that a teacher can tell whether poor work is due to lack of ability or to other factors that can be corrected.

LEE TEST OF ALGEBRAIC ABILITY	FORM	NET PRICE
Test Booklets (High School)	A	$3.73 pkg/35

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METROPOLITAN ARITHMETIC (Achievement Series) **GRADES 3-9**

There are three different tests in this group covering both computation and problem solving.

METROPOLITAN ARITHMETIC	FORM	NET PRICE
Elementary (Grades 3-4)	A,B	$6.25 pkg/35
Intermediate (Grades 5-6)	A,B	Same as above
Advanced (Grades 7,8 & 1st half of 9)	A,B	Same as above

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ORLEANS ALGEBRA PROGNOSIS TEST **High School**

This test consists of nine simple lessons, each followed by a series of questions covering algebraic principles and skills including the use of

symbols, substitution of values for symbols, expression of relationships by symbols, and problem-solving. An arithmetic test and a summary test are also included. Data are presented on the extent to which scores on this test are actually predictive of success in learning first-year algebra.

ORLEANS ALGEBRA PROGNOSIS	FORM	NET PRICE
Test Booklets	A	$5.55 pkg/35

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ORLEANS GEOMETRY PROGNOSIS TEST — **High School**

A measure of abilities necessary for success in learning geometry. The test consists of several simple lessons in geometry, each followed by a series of questions covering essential skills and principles such as understanding and use of axioms, of the vocabulary of geometry, and of geometrical notation; interpretation of statements of geometrical relations; and solution of problems. Data are presented on the extent to which scores on the test actually predict success in geometry. Detailed recommendations are given for use of the results in light of local requirements.

ORLEANS GEOMETRY PROGNOSIS	FORM	NET PRICE
Test Booklets	A	$8.90 pkg/35

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SHAYCOFT PLANE GEOMETRY TEST — **High School**

Part A is devoted primarily to the measurement of important basic concepts and facts of geometry, while Part B measures application and reasoning on the basis of information. The 60 carefully selected items include questions on fundamental concepts, lines and rectilinear figures, the circle proportions, area of polygons, and geometric reasoning. Separate answer sheets are required for each student and they may be either hand or machine scored with the stencil that comes in the package.

SHAYCOFT PLANE GEOMETRY	FORM	NET PRICE
Test Booklets	AM	$6.95 pkg/35
IBM 805 Answer Sheets (Required)		2.90 pkg/35

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STANFORD DIAGNOSTIC ARITHMETIC TEST — **Grades 2.5-8.5**

Two levels of the test aid in identifying individual pupils' difficulties with the concepts of numbers and numerals, number facts, and computation.

STANFORD DIAGNOSTIC ARITHMETIC TEST	FORM	NET PRICE
Level I Test Booklet (Grades 2.5-4.5)	W	$3.33 pkg/35
Scoring Keys	W	.63 each
Level II Test Booklet (Grades 4.5-8.5)	W	3.33 pkg/35
Scoring Keys	W	.63 each
Manual for Administering & Interpreting		1.26 each
Class Record/Analysis		.26 each

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STANFORD ARITHMETIC TESTS (1964) **Grades 4-9**

Three tests measure arithmetic computation, concepts, and applications. Time: 1 hour and 35 minutes each.

STANFORD ARITHMETIC TESTS	FORM	NET PRICE
Intermediate I Test	W, X	6.23 pkg/35
Intermediate II Test	W, X	6.23 pkg/35
Advanced Test	W, X	6.23 pkg/35

Reading

CALIFORNIA DIAGNOSTIC READING SCALE — GRADES 1-8

The Diagnostic Reading Scales are individually administered tests designed to identify reading deficiencies that hinder pupils from reading adequately. They consist of a series of graduated scales extending from Grades 1 through 8. Hence, they are recommended for normal and retarded readers at the elementary school level and for retarded readers at the junior and senior high school levels. The test battery comprises three word recognition lists, twenty-two reading passages, and six supplementary phonics tests. The testing materials consist of a reusable spiral-bound booklet for the pupil, an expendable record booklet for the examiner's use and the manual.

The graded word recognition lists are used to obtain a tentative level of performance. They serve to determine the grade level of the reading passages with which to commence testing. The reading passages yield three reading levels for each pupil: 1. Instructional Level (Oral Reading) 2. Independent Level (Silent Reading), 3. Potential Level (Auditory Comprehension).

The six supplementary phonics tests are devised to measure the following phonic skills: 1. consonant sounds, 2. vowel sounds, 3. consonant blends, 4. common syllables, 5. blends, and 6. letter sounds.

The record booklet serves as a record of the pupil's reading performance and can be placed in his cumulative folder. As the pupil progresses in reading skills, the booklet can be used to record results of additional testing with the Diagnostic Reading Scales.

DIAGNOSTIC READING SCALES	NET PRICE
Test Booklet	$1.28 each
Examiner's Record Booklet (One for ea. pupil)	10.95 pkg/35
Manual of Directions	.64 each

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CALIFORNIA READING TEST — GRADES 1-14

These tests are identical with the corresponding parts of the complete California Achievement Test batteries. Each form is divided into two major tests, Reading Vocabulary and Reading Comprehension. The major tests are in turn divided into three or four sections, giving part scores for diagnostic purposes. Booklets are reusable when either the separate self-scoring scorezes or IBM answer sheets are used. No key is needed with the scoreze, but a set of stencils must be used for scoring the IBM answer sheets, either by hand or machine.

CALIFORNIA READING TEST	FORM	NET PRICE
Lower Primary (Grades 1-2)	W,X	$4.87 pkg/35
Upper Primary (Grades 3-L4)	W,X	5.27 pkg/35
Elementary (Grades 4-6)	W,X, or Y	5.68 pkg/35
Scorezes		.13 each
IBM 805 Answer Sheets		.07 each

IBM 805 Machine Stencils		1.90 each
Hand Stencils		.95 each
Manuals		.95 each
Keys (for Booklet)		.13 each
Class Records		.13 each
Junior High (Grades 7-9)	W,X, or Y	5.68 pkg/35
(All prices same as Elementary)		
Machine Stencils		1.90 each
Advanced (Grades 9-14)	W,X	5.68 pkg/35
(All prices same as Elementary)		
Machine Stencils		1.90 each

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DIAGNOSTIC READING TESTS—Survey Section GRADES 4-13

The Survey Section of the Diagnostic Reading Tests measures essential reading skills to provide administrators with a basis for planning individual and group reading instruction.

Two levels of the Survey are available—one for grades 4-8; the other for grades 7-13. Each assesses reading rate, study selection and story comprehension, and vocabulary. The survey for grades 4-8 also measures word recognition skills. Alternate forms (A and B) are available at both levels to facilitate retesting.

DIAGNOSTIC READING—Survey Section	FORM	NET PRICE
Test Booklets, Part I (Grades 4-8) 45 mins.	A,B	$6.00 pkg/20
Test Booklets, Part II (Grades 4-8) 45 mins.	A,B	6.00 pkg/20
Hand Scoring Answer Sheets	ALL	6.50 pkg/100
Scoring Stencils	ALL	.64 per set
Manuals	ALL	.32 each
Test Booklets (Grades 7-13) 45 mins.	A,B	.32 each
Hand Scoring Answer Sheets	ALL	.07 each
Scoring Stencils (specify form)	A,B	.32 each
Fan Keys (specify form)	A,B	.32 each
Manuals	ALL	.32 each

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DOREN DIAGNOSTIC READING TEST GRADES 1-4

The Doren Diagnostic Reading Test was developed especially for preventing the development of reading difficulties at the Third-grade level. It measures the degree to which children have mastered the word recognition skills. Does not diagnose comprehension difficulties. By limiting its scope to the development of word recognition skills, it is detailed and specific in its diagnosis.

The test divides the basic techniques of word recognition into the child's area of development—it is direct and specific in locating causes of reading difficulty—will define the difficulty the individual is having and place a level from which his reading learning should proceed.

Especially designed for cases where the background of acquired skills is undertermined and a starting point for remedial instruction is sought. This is a group diagnostic test; no special training is needed to administer, and it is simply and directly scored.

DOREN DIAGNOSTIC READING TEST	NET PRICE
Test Booklets (Grades 1-4)	$4.50 pkg/25
Manuals (Must be ordered separately)	1.60 each

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DURRELL ANALYSIS OF READING DIFFICULTY **GRADES 1-6**

A standard procedure for analyzing reading ability. The material consists of the wire-bound Reading Paragraphs, a series of standardized word lists and reading selections, together with a quick exposure device (Tachistoscope) with accompanying test cards, and carefully worked out Individual Record Blank for recording results in a systematic way. Difficulties in the following phases of reading are analyzed in detail: silent and oral reading, word analysis, phonetics, faulty pronunciation, and difficulties in writing and in spelling. The Manual of Directions suggests general plans for remedial teaching. Time: 40 minutes

DURRELL ANALYSIS OF READING DIFFICULTY	NET PRICE
Individual Record Blanks (Grades 1-6)	$6.25 pkg/35
Reading Paragraph Book	3.25 per copy
Tachistoscope and Cards	3.30 per set
Blank Cards for Tachistoscope	3.15 per 30
Manual of Directions	1.05 each

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DURRELL-SULLIVAN READING ACHIEVEMENT TEST **GRADES 3-6**

This is a group test parallel to the Capacity Test, and standardized on the same reading achievement. It comprises the following sub-tests: Test 1, Word Meaning; Test 2, Paragraph Meaning; and optional test of Spelling and Written Recall. Time: 30-35 minutes

DURRELL-SULLIVAN READING ACHIEVEMENT TEST	FORM	NET PRICE
Intermediate Test (Grades 3-6)	A	$7.50 pkg/25

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DURRELL-SULLIVAN READING CAPACITY TEST **GRADES 3-6**

This is a group test which uses the child's ability to understand spoken language as a measure of his capacity to read. It is composed entirely of pictures and consists of two sub-tests: Test 1, Word Meaning, Measuring understanding of spoken words, and Test 2, Paragraph Meaning, measuring comprehension of spoken discourse. Time: 30-40 minutes

DURRELL-SULLIVAN READING CAPACITY TEST	FORM	NET PRICE
Intermediate Test (Grades 3-6)	A	$6.35 pkg/35

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DURRELL-SULLIVAN READING CAPACITY & ACHIEVEMENT TEST **GRADES 2-4**

This Primary Test, covering both capacity and achievement is made up of the easier portions of the Intermediate Test. Time: 40-45 minutes

DURRELL-SULLIVAN READING CAPACITY & ACHIEVEMENT TEST	FORM	NET PRICE
Primary Test (Grades 2-4)	A	$8.65 pkg/35

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GATES MACGINITIE READINESS SKILLS TEST **K-1**

The Readiness Skills Test, specifically developed to predict success in first-grade reading, is intended for use at the end of kindergarten or beginning of grade 1. It consists of seven subtest selected as good predictors after extensive trials. It is recommended that administration of the test be divided into four separate parts during a two-day period. Approximately one-half hour will be required to administer each part.

GATES MACGINITIE READINESS SKILLS TEST	NET PRICE
Test Booklet	$4.50 pkg/35

GATES-MacGINITIE READING TESTS, 1965 Edition **Grades K-9**

The all-new Gates-MacGinitie Reading Tests provide an effective program for measuring group and individual achievement in reading.

Primary A level consists of two parts, Vocabulary and Comprehension. The Vocabulary Test samples the child's ability to recognize and analyze isolated words; the Comprehension Test measures ability to read and understand whole sentences and paragraphs. Each test contains a series of exercises of increasing difficulty.

Primary B level contains two parts in one booklet: Vocabulary and Comprehension. The Vocabulary Test measures the second-grade child's ability to recognize and analyze isolated words; the Comprehension Test measures ability to read and understand whole sentences and paragraphs. Each test contains a series of exercises of increasing difficulty.

Primary C level consists of two parts: Vocabulary and Comprehension. The Vocabulary Test samples the child's ability to recognize and analyze isolated words; the Comprehension Test measures ability to read and understand whole paragraphs. Each test contains a series of exercises of increasing difficulty.

Primary CS (Speed and Accuracy) Test provides an objective measure of how rapidly children in a third or an advanced second grade can read with understanding. This test may be used as a supplement to the Primary C or Primary B level of the Gates-MacGinitie Reading Tests, or as an independent test of reading speed.

Survey D: This group of tests provides a comprehensive survey of the reading abilities of fourth, fifth, and sixth grade children. It contains three tests in one booklet: *Speed and Accuracy Test* provides an objective measure of how rapidly students read with understanding; the *Vocabulary Test* samples ability to read words representative of an intermediate grade reading vocabulary; the *Comprehension Test* measures ability to read complete prose passages with understanding.

Survey E: A group of tests that provides a comprehensive survey of the reading abilities of seventh, eighth, and ninth grade students. Three tests are included in one Test Booklet: *Speed and Accuracy Test* provides an objective measure of how rapidly students can read with understanding; the *Vocabulary Test* samples the students' ability to read words representative of a junior high school reading vocabulary; the *Comprehension Test* measures ability to read and understand complete prose passages. Survey D and E are also available in a Separate Answer Sheet Edition.

GATES-MacGINITIE READING TESTS	TIME	FORM	NET PRICE
Primary A (Grade 1)	40 min.	1 or 2	$2.65 pkg/35
Primary B (Grade 2)	40 min.	1 or 2	2.65 pkg/35
Primary C (Grade 3)	50 min.	1 or 2	2.65 pkg/35
Primary CS (Grades 2, 3)	7 min.	1, 2 or 3	1.87 pkg/35
Survey D (Grades 4, 5, 6)	45 min.	1, 2 or 3	2.92 pkg/35
Survey D (Grades 4, 5, 6)	46 min.	1M, 2M or 3M	2.92 pkg/35
Survey E (Grades 7, 8, 9)	44 min.	1, 2 or 3	2.92 pkg/35
Survey E (Grades 7, 8, 9)	44 min.	1M, 2M or 3M	2.92 pkg/35
IBM 805 Answer Sheets		ALL	1.60 pkg/35
IBM 805 Scoring Templates—Survey D		1M, 2M or 3M	1.60 set
IBM 805 Scoring Templates—Survey E		1M, 2M or 3M	1.60 set

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GATES-PEARDON READING EXERCISES, 1965 Edition **Grades 1-7**

Thirteen reading booklets designed to strengthen and build reading skills in elementary schools. Ideal for developmental and remedial use, these reusable booklets fit well into any reading program and provide a maximum of individualized instruction. The Introductory booklets are primarily for grade 2, but can be used with superior first and below-average third and fourth grade pupils; similarly, the Preparatory, Elementary, Intermediate, and Advanced booklets cover a range of several grades. Each pupil should have one of each booklet available at his grade level (if all-round proficiency is the aim) or one booklet in the area in which he needs practice.

GATES-PEARDON READING EXERCISES	NET PRICE
Introductory (Grades 1-3)	
Level A Beginning Ability	$ .50 each
Level B Increased Ability	.50 each
Preparatory (Grades 2-4)	
Level A Beginning Ability	.50 each
Level B Increased Ability	.50 each
Elementary (Grades 3-5)	
Type SA What Is This Story About?	.55 each
Type RD Can You Remember Details?	.55 each
Type FD Can You Follow Directions?	.55 each

Intermediate (Grades 4-6)
Types SA, RD, FD as above.
Advanced (Grades 5-7)
Types SA, RD, FD as above.
Record Sheets (Specify Booklet) 1.18 pkg/35

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GRAY ORAL READING TEST **Grades 1-12**

The Gray Oral Reading tests were designed to measure growth in oral reading, to aid in diagnosing reading difficulties and in placement in a grade or in a reading group.

GRAY ORAL READING TEST	FORM	NET PRICE
Test Booklets	A	$3.40 pkg/35
Reading Passages	A	1.70 each
Manuals		.53 each

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GRAY STANDARDIZED ORAL READING CHECK TEST **GRADES 4-8**

A detailed analysis of the individual difficulties in oral reading may be obtained by the use of these tests. An aid to determining the nature of a pupil's difficulties and the character of training necessary to develop oral reading ability.

GRAY STANDARDIZED ORAL READING CHECK	NET PRICE
Set III (Grades 4-6)	$3.45 pkg/20
Set IV (Grades 6-8)	Same as above

(Package of tests contain 20 each of the five tests, 20 individual record sheets and 4 direction sheets).

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GRAY STANDARIZED ORAL READING PARAGRAPHS **GRADES 1-8**

This test is usable in all grades after the children have attained a preliminary vocabulary. Ability is checked in terms of rate of reading and in number of errors made. Children are tested individually.

GRAY STANDARDIZED ORAL READING PARAGRAPHS	NET PRICE
Test Booklets	$2.25 pkg/35

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IOWA SILENT READING TESTS **GRADES 4-8**

A widely used battery of tests measuring several skills indispensable to effective reading of the work-study type. They are analytical—measuring rate of reading, comprehension, word meaning, and ability to use skills in locating information. No separate answer sheet is necessary except for the machine-scoring. The separate answer sheet may be hand-scored with the key that comes in the package of tests. Time: 49 minutes

IOWA SILENT READING	FORM	NET PRICE
Elementary Booklets (Grades 4-8)	AM,BM,CM,DM	$7.40 pkg/35
IBM 805 Answer Sheets (Specify Form)	AM,BM,CM,DM	4.05 pkg/35
IBM 805 Machine Key (Specify Form)	AM,BM,CM,DM	1.90 per set
Extra Manual		.36 each
Advanced Booklets (Hi. Sch-College) (Answer sheets & Keys same as Elementary)	AM,BM	8.65 pkg/35

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LEE-CLARK READING READINESS TEST, 1962 REVISION **Grades K-1**

Used for determining (1) which pupils are ready for reading instruction, and (2) the readiness needs of those not yet ready. The *1962 Revision* of this test incorporates several changes designed to improve its effectiveness: (1) All of the items in Test 3 have been redrawn, (2) eleven verbal stimuli in Test 3 have been replaced by new ones resulting in an increase in difficulty and providing great consistency with its companion tests, and (3) several minor improvements in format have been made. The test provides interesting and easily administered exercises which are designed primarily to predict probability of success in first-grade reading. The total score can be used as an aid in classifying pupils for reading instruction or placement in readiness development groups. The part scores are helpful in identifying particular areas which contribute to low total scores. Test 1, Matching, and Test 2, Cross Out, measure visual discrimination and recognition of differences and similarities in letter symbols. Test 3, Total Vocabulary and Following Instructions, measures concepts. Test 4, Identification of Letters and Words, measures the young child's ability to recognize and differentiate word symbols.

LEE-CLARK READING READINESS TEST	TIME	NET PRICE
Test Booklets	Approx. 20 min.	$5.70 pkg/35
Class Record Sheets		.13 each
Manual		.65 each

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MCCALL-CRABBS STANDARD TEST LESSONS IN READING **GRADES 2-12**

These lessons are published in five booklets, each one consisting of 78 lessons comprising selection with questions of the multiple-choice type. They help develop a rate of speed and power of comprehension exceeding that yielded by ordinary methods of teaching silent reading. They embody in practical form scientific principles of teaching speed and comprehension in silent reading, and can be used by any teacher without supervision or special training. They help pupils to comprehend varied kinds of reading materials and increase enjoyment of reading.

Testing and teaching at the same time, they indicate a pupil's reading ability in relation to grade and age, and show his individual progress. They are scored by the pupils themselves and provide a cumulative record of each pupil.

MCCALL-CRABBS STANDARD TEST LESSONS IN READING	FORM	NET PRICE
Test Booklets (Grades 2-4)	A	$ .55 each
Test Booklets (Grades 3-5)	B	Same as above
Test Booklets (Grades 4-6)	C	"
Test Booklets (Grades 5-7)	D	"
Test Booklets (Grades 7-12)	E	"
Additional Record Cards		.05 each
Manual with Key		.27 each

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METROPOLITAN ACHIEVEMENT READING TESTS **GRADES 3-9**

This Reading Test is lifted from the Achievement Battery and covers comprehension and vocabulary. Separate answer sheets may be used with the intermediate and advanced levels.

METROPOLITAN READING TESTS	FORM	NET PRICE
Elementary Test Booklets (Grades 3-4)	A,B	$6.95 pkg/35
Intermediate Test Booklets (Grades 5-6) (See Achievement series for IBM prices)	A,B	6.95 pkg/35
Advanced Test Booklets (Grades 7-9) (See Achievement series for IBM prices)	A,B	6.95 pkg/35

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MURPHY-DURRELL READING READINESS ANALYSIS **Grades K-1**

Group test of abilities essential for success in beginning reading: identifying separate sounds in spoken words, identifying capital and lower-case letters named by the examiner, and reconizing sight words one hour after they have been taught.

MURPHY-DURRELL READING READINESS ANALYSIS	NET PRICE
Test Booklet	$6.60 pkg/35

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NELSON DENNY READING TEST **GRADES 9-12**

This test provides a measure of reading ability in terms of vocabulary and comprehension. It also gives a measure of reading rate to supplement the information from the other two parts. It serves both screening and diagnostic purposes. It can be administered in one class period and has a sufficient span for superior students. Norms are provided in percentiles and grades equivalent terms for grades 9-Adult, special adult norms for superior students and for adult reading classes. Answer sheets are required.

NELSON DENNY READING	FORM	NET PRICE
Test Booklets (Grades 9-adult) 30 minutes	A,B	$6.24 pkg/35
Carbon Answer Pads (Required)		.09 each
Examiners Manual		.77 each
Class Records		.05 each
Profiles		.06 each
IBM 1230 Answer sheets	A.B	.07 each
IBM 1230 Rights Keys		.95 each

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SRA READING RECORD **GRADES 8-13**

Measures ten reading skills: rate, general comprehension, paragraph meaning, directory reading, map-table-graph reading, advertisement reading, index usage, technical vocabulary, sentence meaning, and general vocabulary. Total score gives an over-all reading comprehension score. Enables teachers to answer such questions as "Is this student reading up to par for his grade?" "If he is below par, where do his weaknesses lie?" Rate score and total score can be used to classify students as superior, average, or inferior readers. The profile of specific reading skills can be used to plan reading training and to stimulate student's interest in improving these skills. The booklets do not have an answer pad attached—they must be ordered separately. Time: 40 minutes

SRA READING RECORD	NET PRICE
Reusable Test Booklets	.76 each
Self-scoring carbon answer pads (Required)	2.85 pkg/20
Profile sheets	1.20 pkg/20
Manuals	.35 each

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STANFORD DIAGNOSTIC READING TEST **Grades 2.5-8.5**

Two levels of the test aid in identification of specific strengths and weaknesses in reading comprehension, vocabulary, syllabication, auditory skills, various aspects of phonetic analysis and rate of reading.

STANFORD DIAGNOSTIC READING TEST	FORM	NET PRICE
Level I (Grades 2.5-4.5)	W	$8.10 pkg/35
Scoring Keys	W	.63 each
Manual for Administering & Interpreting		1.26 each
Class Records		.26 each
Level II (Grades 4.5-8.5)	W	8.10 pkg/35
Scoring Keys		.63 each
Manual for Administering & Interpreting		1.26 each
Class Record Analysis Chart		.26 each

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STANFORD READING TEST **Grades 4-9**

Three tests measure vocabulary and comprehension (paragraph meaning only at Advanced level). Time: Intermediate I & II 50 minutes, Advanced 40 minutes.

STANFORD READING TESTS	FORM	NET PRICE
Intermediate I	W, X	$6.24 pkg/35
Scoring Keys (for booklet)	W, X	.63 each
IBM 805 Answer Sheets		2.90 pkg/35
IBM 805 Machine Keys		.63 each
Intermediate II Test Booklets	W, X	6.24 pkg/35
Scoring Keys (for booklet)	W, X	.63 each
IBM 805 Answer Sheets		2.90 pkg/35
IBM 805 Machine Keys		.63 each
Advanced Test Booklets	W, X	5.90 pkg/35
Scoring Keys (for booklet)	W, X	.63 each
IBM 805 Answer Sheets		2.90 pkg/35
IBM 805 Machine Keys		.63 each

Science

ANDERSON-FISK CHEMISTRY TEST (Copyright 1966) **Grades 10-12**

End-of-course measure of achievement in the introductory high school course in chemistry.

ANDERSON-FISK CHEMISTRY TEST	TIME	FORM	NET PRICE
Test Booklet	40 min.	E or F	$8.90 pkg/35
Scoring Key for Test Booklet		E or F	1.01 each
IBM 805 Answer Sheets			2.90 pkg/35
IBM 805 Machine Key			.63 each
Manuals			.51 each

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COOPERATIVE SCIENCE TESTS **Grades 7-High School**

General Science: This test is a brief survey of elementary concepts in the subject areas of Astronomy, Geology, and Meteorology; Biology; Chemistry and Physics.

COOPERATIVE SCIENCE TESTS	FORM	NET PRICE
Advanced General Science Test Booklets (8, 9)	A, B	$6.05 pkg/20
Biology Test Booklets	A, B	6.05 pkg/20
Chemistry Test Booklets	A, B	6.05 pkg/20
General Science Test Booklets (7, 8, 9)	A, B	6.05 pkg/20
Physics Test Booklets	A, B	6.05 pkg/20
IBM 805 Answer Sheets		.63 pkg/20
IBM 1230 Answer Sheets		.04 each
Punch-out Stencils		11 each
Handbook		1.21 each

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DUNNING-ABELES PHYSICS TEST **Grades 10-13**

End-of course measure of achievement in high school physics for both traditional and contemporary programs.

DUNNING-ABELES PHYSICS TEST	FORM	NET PRICE
Test Booklets	E	$8.90 pkg/35
Scoring keys for test booklet		1.01 each
IBM 805 Answer Sheets		2.90 pkg/35
IBM 805 Machine Keys		.65 each

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ENGLE PSYCHOLOGY TEST

An end-of-course test in general psychology at the high school level, based on a nationwide survey of high school courses and textbooks. The test consists of 80 questions, covering biological foundations, statistics, intelligence, personality and inter-personal relationships, learning, mental hygiene, vocational and social problems.

ENGLE PSYCHOLOGY TEST	TIME	FORM	NET PRICE
Test Booklets	20 min.	E	$8.90 pkg/35
IBM 805 Answer Sheets (Required)		E	2.90 pkg/35

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NELSON BIOLOGY TEST, REVISED EDITION (Copyright 1965) **Grades 9-12**

A measure of achievement of today's objectives in the introductory high school biology course.

NELSON BIOLOGY TEST	TIME	FORM	NET PRICE
Test Booklet	40 min.	E or F	$8.90 pkg/35
Scoring Key for Test Booklet		E or F	1.01 each
IBM 805 Answer Sheet			2.90 pkg/35
IBM 805 Machine Key			.65 each

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READ GENERAL SCIENCE TEST, REVISED EDITION (Copyright 1965) **Grades 7-9**

A measure of achievement of today's objectives in the junior high school general science course.

READ GENERAL SCIENCE TEST	TIME	FORM	NET PRICE
Test Booklet	40 min.	E	$8.90 pkg/35
Scoring Key for Test Booklet		E	1.27 each
IBM 805 Answer Sheet			2.90 pkg/35
IBM 805 Machine Key			.65 each

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STANFORD SCIENCE TESTS, 1964 Edition **Grades 5-9**

Two tests measure understanding of scientific facts, principles, methods, applications. Time: 30 minutes.

STANFORD ACHIEVEMENT TEST	FORM	NET PRICE
Intermediate II Test Booklets	W, X	$5.67 pkg/35
Scoring Key for Test Booklet	W, X	.63 each
IBM 805 Answer Sheets		2.90 pkg/35
IBM 805 Scoring Keys		.63 each
Advanced Test Booklet	W, X	5.67 pkg/35
Scoring Key for booklet	W, X	.63 each
IBM 805 Answer Sheets		2.90 pkg/35
IBM 805 Scoring Keys		.63 each

Social Studies

COOPERATIVE SOCIAL STUDIES — **9-High School**

Achievement is assessed in terms of knowledge and understanding of events, issues and ideas; application of knowledge in generalizing principles and concepts; analysis and evaluation of cause and effect relationships; and ability to use the accessories of the social sciences—graphs, charts, cartoons, etc.

COOPERATIVE SOCIAL STUDIES TESTS	FORM	NET PRICE
American Government Test Booklets	A, B	$6.05 pkg/20
Cooperative American History Test Booklets (Jr. Hi.)	A, B	6.05 pkg/20
Cooperative American History Test Booklets (Sr. Hi.)	A, B	6.05 pkg/20
Cooperative World History Test Booklets	A, B	6.05 pkg/20
IBM 805 Answer Sheets	ALL	.63 pkg/20
IBM 1230 Answer Sheets	ALL	.04 each
Punch-out scoring stencils	ALL	.11 each

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CRARY AMERICAN HISTORY TEST (Revised 1965) — **Grades 10-12**

A measure of achievement of today's objectives in the high school American history course. 40 minutes.

CRARY AMERICAN HISTORY TEST	FORM	NET PRICE
Test Booklet	E, F	$8.90 pkg/35
Scoring Key (for booklet)		.93 each
IBM 805 Answer Sheets	E, F	2.90 pkg/35
IBM 805 Machine Key	E, F	.65 each

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CUMMINGS WORLD HISTORY (Revised 1966) — **Grades 9-12**

End-of-course test of achievement in a high school course in World history. 40 minutes.

CUMMINGS WORLD HISTORY	FORM	NET PRICE
Test Booklets	E	$8.90 pkg/35
Scoring Key (booklet)	E	.93 each
IBM 805 Answer Sheets		2.90 pkg/35
IBM 805 Machine Keys		.65 each

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STANFORD SOCIAL STUDIES TEST — **Grades 5-9**

Test covers geography, history, economics, civics, and social studies study skills. Content identical to corresponding test of complete battery.

STANFORD SOCIAL STUDIES TEST	FORM	NET PRICE
Intermediate II Test Booklet (Grades 5.5-6.9)	W	$5.67 pkg/35
Scoring Keys	W	.63 each
IBM 805 Answer Sheets		2.90 pkg/35
IBM 805 Machine Keys	W	.63 each
Advanced Test Booklet (Grades 7.0-9.9)	W	5.67 pkg/35
Scoring Keys	W	.63 each
IBM 805 Answer Sheets		2.90 pkg/35
IBM 805 Machine Keys	W	.63 each

Aptitude Tests

APTITUDE TEST FOR OCCUPATIONS — GRADES 9-13

This battery of aptitude tests consist of six tests and may be given as a group or individually. Answer sheets are optional. Time: 1 hour 47 mins.

APTITUDE TEST FOR OCCUPATIONS	FORM	NET PRICE
Test 1, Personal-Social Aptitude	A	$3.54 pkg/35
Test 2, Mechanical Aptitude	A	4.42 pkg/35
Test 3, General Sales Aptitude	A	3.54 pkg/35
Test 4, Clerical Routine Aptitude	A	3.54 pkg/35
Test 5, Computational Aptitude	A	3.54 pkg/35
Test 6, Scientific Aptitude	A	3.54 pkg/35
IBM 805 Answer Sheets (optional)	ALL	.07 each
IBM 805 Hand/Machine Stencils		1.90 per set
Profiles	ALL	.03 each
Manuals		.51 each

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DIFFERENTIAL APTITUDE TESTS (DAT) — GRADES 8-13

An integrated battery of aptitude tests designed for educational and vocational guidance in junior and senior high schools. Based on the research finding that "intelligence" is not a single ability but rather a number of abilities possessed in varying amounts by each individual, the battery yields nine reliable scores including an index of scholastic ability. Together, these form a basis for helping students plan their futures soundly and for the early identification of those with superior intellectual promise.

DIFFERENTIAL APTITUDE TESTS	FORM	NET PRICE
Verbal Reasoning (Grades 8-13) 30 mins.	A	$3.75 pkg/25
Numerical Ability (Grades 8-13) 30 mins.	A	2.80 pkg/25
Abstract Reasoning (Grades 8-13) 25 mins.	A	3.75 pkg/25
Space Relations (Grades 8-13) 30 mins.	A	4.40 pkg/25
Mechanical Reasoning (Grades 8-13) 30 mins.	A	4.70 pkg/25
Clerical Speed and Accuracy (Grades 8-13) 6 mins.	A	3.75 pkg/25
Language Usage (Grades 8-13) 35 mins.	A	3.75 pkg/25
IBM 805 Answer Sheets (Specify by subject)		2.50 pkg/50
Individual Profile Charts		.04 each
IBM 805 Hand Stencils		.75 each
Machine Stencils		75 each
Casebook		2.20 each

The Combined booklets and answer sheets

COMBINATION 1—Verbal Reasoning and Numerical Ability	A	5.65 pkg/25
COMBINATION 2—Mechanical Reasoning, Language Usage, and Space Relations Tests, in that order	A	10.00 pkg/25
COMBINATION 3—Clerical Speed and Accuracy, and Abstract Reasoning. No combined answer sheets. Order two as listed above	A	6.25 pkg/25
IBM 805 Answer sheets—Combination 1	A	.07 each
IBM 805 Answer sheets—Combination 2	A	.11 each
NOTE: Use separate Clerical Speed and Accuracy, and Abstract Reasoning answer sheets as listed for Form A.		
Combination Hand Stencils		1.55 per set

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DIFFERENTIAL APTITUDE TESTS, 1963 Edition **Grades 8-Adult**

The two-booklet edition is easily administered; scoring is rapid because all eight tests are scored "rights only." Form L corresponds to the earlier Form A. Four of the eight tests in Form L are unchanged—Numerical Ability, Abstract Reasoning, Mechanical Reasoning, and Language Usage-Spelling. The other four tests—Verbal Reasoning, Space Relations, Language Usage-Grammar, and Clerical Speed and Accuracy—while still asking the same kinds of questions and posing the same intellectual tasks as in Form A, have been improved in format to make them more readily adaptable to modern automatic scoring machines. IBM 805 Answer Sheets may be hand or machine scored.

DIFFERENTIAL APTITUDE TESTS	FORM	NET PRICE
Booklet I	L	$10.63 pkg/25
Booklet II	L	10.63 pkg/25
IBM 805 Answer Sheets, Booklet I	L	.11 each
IBM 805 Answer Sheets, Booklet II	L	.11 each
IBM 805 Hand Keys	L	1.00 set
Profiles	L	.04 each
Manuals	L	3.75 each

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FLANAGAN APTITUDE CLASSIFICATION TESTS (FACT) **GRADES-Hi. Sch.-Adult**

All the FACT school-scoring tests are paper-and-pencil tests; they can be given to a group by one examiner. Students mark their answers in the self-scoring booklets. Aptitude Classification sheets provide the counselor with a means of computing a student's job element aptitudes. Jobs are grouped as to: Professional, business, and skilled trades.

FLANAGAN APTITUDE CLASSIFICATION TESTS	FORM	NET PRICE
Inspection (Order by No. or title)	1A	$4.43 pkg/20
Coding " " "	2A	4.43 pkg/20
Memory " " "	3A	4.43 pkg/20
Precision " " "	4A	4.43 pkg/20
Assembly " " "	5A	4.43 pkg/20
Scales " " "	6A	4.43 pkg/20
Coordination " " "	7A	4.43 pkg/20
Judgment " " "	8A	4.43 pkg/20
Arithmetic " " "	9A	4.43 pkg/20
Patterns " " "	10A	4.43 pkg/20
Components " " "	11A	4.43 pkg/20
Tables " " "	12A	4.43 pkg/20
Mechanics " " "	13A	4.43 pkg/20
Expression " " "	14A	4.43 pkg/20
Aptitude Classification Sheets		.05 each
Student's Booklet (REQUIRED-Worksheets)		.33 each
Examiner's Manual		.33 each
Counselor's booklet		.52 each
Manual, "Interpreting Test Scores"		.33 each
Technical Supplement		.33 each

Interest Inventories

KUDER—OCCUPATIONAL INVENTORY **High School-College**

This new Kuder test measures the relationship of preferences to specific jobs. Kuder D is used in high schools and colleges to give students information concerning occupations within which their interest lie; to confirm specific occupational choices so that appropriate educational decisions may be made.

Separate scores, or occupational keys, are provided for specific jobs. A Verification Key provides a check on the reliability of the subject's answers.

Occupational Scoring Keys for hand or machine:

#0 Verification
1 County Agriculture Agent
2 Electrical Engineer
3 Farmer
4 Forester
5 Minister
6 Newspaper Editor
7 Physician
8 Psychologist—Clinical
9 Psychologist—Industrial
10 YMCA Secretary
11 School Superintendent
12 Accountant
13 Meteorologist
14 Personnel Manager
15 Department Store Salesman
16 Psychologist—Professor
17 Civil Engineer
18 Mechanical Engineer
19 Psychologist—Counseling
20 Journalist
21 Architect
22 Lawyer
23 Retail Clothier
24 Insurance Agent
25 Dentist
26 Veterinarian
27 Industrial Engineer
28 Pediatrician
29 Psychiatrist
30 Radio Station Manager
31 Interior Decorator
32 High School Counselor
33 High School Science Teacher
34 High School Math Teacher
35 Chemist
36 Mining & Metallurgical Engineer
37 Druggist
38 Job Printer
39 X-Ray Technician
40 Bank Cashier
41 Pharmaceutical Salesman
42 Librarian

KUDER OCCUPATIONAL INVENTORY	FORM	NET PRICE
Test Booklets (Hi. Sch.-College)	D	$ .83 each
IBM 805 Answer Sheets		.10 each
Manual		.65 each
Keys (Specify title)		1.58 each
Research Handbook		3.15 each

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KUDER PREFERENCE RECORD—PERSONAL **GRADES 8-12**

Measures preference for five different personal and social activities. It tells the kinds of relations the student prefers with other people. Measures preference for working with ideas, being active in groups, avoiding conflicts, directing others, and being in familiar and stable situations.

KUDER PREFERENCE RECORD-PERSONAL	FORM	NET PRICE
Reusable Test Booklets (Grades 8-12)	A	$ 83 each
Self-scoring pin-punch answer pads		4.00 pkg/20
Profile sheets: Boys & Girls (Specify)		1.20 pkg./20
Men & Women (Specify)		1.20 pkg./20
Manuals		.65 each

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KUDER PREFERENCE RECORD—VOCATIONAL **High School-College**

This vocational form measures nine broad areas of education and vocational interests: mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. It does not include the outdoor scale, the verification score or the glossary that appear in Form C.

KUDER PREFERENCE RECORD	FORM	NET PRICE
Test Booklets	BH	$ .83 each
Pin-punch answer pads		4.00 pkg/20
Profile Sheets		1.20 pkg/20
Manual		.65 each
Extra pins		.95 per 20
Test Booklets (Measures 10 areas of interest, all those mentioned in Form BH, plus the outdoor scale)	CH	.83 each
Profiles and Manuals, same as Form BH		
Test Booklets (Measures 10 areas of interest, all those mentioned in Form BH, plus the outdoor scale)	CM	.79 each
IBM 805 Answer Sheets		.07 each
IBM 805 Machine Keys	CH,CM,AH	9.40 per 22
Profile Leaflets		1.28 per 20

KUDER PREFEERNCE RECORDS AND INTEREST SURVEYS FORM E **Grades 7-12**

This form measures an individual's degree of preference for activities in ten areas: outdoor, mechanical, scientific, computational, persuasive, artistic, literary, musical, social service, and clerical. It is particularly effective for use with junior high school students as part of a comprehensive exploratory program.

KUDER PREFERENCE RECORDS AND INTEREST SURVEYS	FORM	NET PRICE
Test Booklets	E	$ .71 each
Answer Pads		4.00 pkg/20
Profile Leaflets (Grades 6-8)		1.00 pkg/20
Profile Leaflets (Grades 9-12)		1.00 pkg/20

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OCCUPATIONAL INTEREST INVENTORY **Junior-Senior High**

Designed to aid in discovering the basic occupational interests possessed by an individual in order that he may more intelligently plan a program that will result in his being a successful employee or a competent student. The fields of interest identified are: Personal-Social, Natural, Mechanical, Business, The Arts, and the Sciences. The Inventory also identifies three types of interests—Verbal, Manipulative, and Computational and gives a measure of the student's level of interest. In the latter he learns whether he enjoys occupations requiring simple routine and unskilled activities or occupations involving originality, inventiveness and professional skill. Can be answered in the booklet or on separate answer sheets.

OCCUPATIONAL INTEREST INVENTORY	FORM	NET PRICE
Intermediate Booklets (Jr. Hi.)	Jr. Hi.	$6.10 pkg/35
IBM 805 Answer Sheets		.08 each
IBM 805 Hand Stencils		3.76 per set
IBM 805 Machine Stencils		4.70 per set
Advanced Booklets (Sr. Hi.) (All prices and accessories same as above)	Sr. Hi.	Same as above

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Personality and Guidance

ADJECTIVE CHECK LIST (Gough)

A standardized 300-adjective list widely used in personality assessment and psychometric research, the ACL is made available with a comprehensive manual which includes descriptions of the Need Scales for the ACL developed by Alfred B. Heilbrun, Jr. The adjectives and the scales have proved useful in studying descriptive correlates of test scores and in reducing interview or clinical judgments to statistically-manageable units.

ADJECTIVE CHECK LIST	NET PRICE
Check Lists	$ .13 each
NCS Answer Sheets	.13 each
Profiles	.06 each
Manual	3.13 each

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BELL ADJUSTMENT INVENTORY (STUDENT FORM) Rev. 1962

Aids the counselor in discovering the extent and sources of personal maladjustment. Student Form, revised in 1962, reports scores for four areas of adjustment—Home, Health, Social, and Emotional.

BELL ADJUSTMENT INVENTORY (STUDENT FORM)	NET PRICE
Test Booklets	$3.75 pkg/25
IBM 805 Answer Sheets	.10 each
IBM 805 Scoring Stencils	2.48 per set
Manuals	1.70 each
Profiles	.05 each

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BERNREUTER PERSONALITY INVENTORY — ADULT

By use of this blank, several aspects of personality are indicated at one time: neurotic tendency, self-suffering, introversion-extroversion, dominance-submission, sociability and confidence. May be either hand or machine-scored. Separate answer sheets are required for machine-scoring only.

BERNREUTER PERSONALITY INVENTORY	NET PRICE
Inventory Blanks	$4.25 pkg/25
Individual report sheets	1.25 pkg/25
Manuals	.51 each
IBM 805 Answer Sheets	.08 each
Hand Keys	3.14 per set
IBM 805 Machine Stencils	3.14 per set

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CALIFORNIA TEST OF PERSONALITY — KINDERGARTEN-COLLEGE

This series of group tests is designed to identify and reveal the status of certain highly important components in personality and social

adjustment often referred to as intangibles. Each test is designed to provide teachers, supervisors, and administrators with significant evidences of the personal and social status of individuals and groups, and to provide a means for guiding them to better adjustment. By means of carefully validated "yes-no" responses, the tests give evidence of how students feel, think, and act regarding a wide variety of situations which vitally affect them as individuals or as members of groups. The test is divided into two sections: personal adjustment and social adjustment. All levels may be scored in the test booklet; or separate hand-scoring scoreze pads or IBM answer sheets are available for Elementary through Adult levels.

CALIFORNIA TEST OF PERSONALITY	FORM	NET PRICE
Primary (K-3) 50 mins.	AA	$4.85 pkg/35
Elementary (Grades 4-8) 50 mins.	AA	4.85 pkg/35
IBM 805 answer sheets		.07 each
IBM 805 Machine Stencils		3.75 per set
IBM 805 Hand Stencils		.95 per set
Intermediate (Grades 7-10) 50 mins. (All prices are the same as Elementary)	AA	4.85 pkg/35
Secondary (Grades 9-College) 50 mins. (All prices same as Elementary)	AA,BB	4.85 pkg/35
Adult (All prices are the same as Elementary)	AA	4.85 pkg/35

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GORDON PERSONAL PROFILE and GORDON PERSONAL INVENTORY **Grades 9-Adult**

Two short, easily administered instruments yielding dependable measures of eight aspects of personality: **Profile**—ascendancy, responsibility, emotional stability, and sociability; **Inventory**—cautionsness, original thinking, personal relations, and vigor. A forced-choice technique reduces faking of responses.

GORDON PERSONAL PROFILE and GORDON PERSONAL INVENTORY	NET PRICE
Gordon Personal Profile (IBM 805 Answer Sheet Edition)	$4.62 pkg/35
Profile (IBM 805 Machine Key)	2.12 set
Gordon Personal Inventory (IBM 805 Answer Sheet Edition)	4.62 pkg/35
Inventory (IBM 805 Machine Key)	2.12 set

MINNESOTA COUNSELING INVENTORY **High School**

For counselors of high school students. A new tool, based on the *Minnesota Multiphasic Personality Inventory* and the *Minnesota Personality Scale,* yielding nine scores. Three scores identify areas in which teen-agers may be adjusting particularly well or poorly: Family Relationships, Social Relationships, Emotional Stability. Four scores indicate students characteristic ways of meeting problems and their behavior in social groups: Conformity; Adjustment to Reality; Mood; Leadership.

"Questions" and "Validity" scores are provided as checks on test-taking attitude. The booklets contain 355 statements to be marked True or False as it applies to the student. The separate answer sheet can be hand or machine scored. The profile chart furnished with each answer sheet incorporates the norms so that reference to separate tables is not necessary.

MINNESOTA COUNSELING INVENTORY	NET PRICE
Test Booklets	$4.75 pkg/25
IBM 805 Answer Sheets	4.70 pkg/50
IBM 805 Hand Keys/Manual	1.15 each
IBM 805 Machine Keys/Manual	1.90 each

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MOONEY PROBLEM CHECK LIST **Jr. Hi.-Sr. Hi.**

These forms are widely used to help individuals express their personal problems. Valuable for group survey and research purposes as well as for appraisal of problems of individuals before or during counseling. They are self-administering, and for many counseling purposes require no scoring. Areas covered are health and physical development; home and family; morals and religion; sex; economic security; school or occupation; social and recreational, etc. The directness of the check list method makes it an effective fact-finder in a wide variety of situations.

MOONEY PROBLEM CHECK LIST	FORM	NET PRICE
Test Booklets (Jr. Hi.) 30 mins.	J	$2.75 pkg/25
Test Booklets (Sr. Hi.) 30 mins.	H	2.75 pkg/25

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THURSTONE TEMPERAMENT SCHEDULE **Hi. Sch.-Adult**

Seven different temperament traits are measured by this test: active, vigorous, impulsive, dominant, stable, sociable, and reflective. This is not an adjustment inventory. It surveys those relatively stable personality traits important to success and satisfaction in different school curricula and occupations. Primary value of the Temperament Schedule is in assessing the ability to meet the personality requirements of school or job situations. The booklet does not have an answer pad attached, they must be ordered separately.

THURSTONE TEMPERAMENT SCHEDULE	FORM	NET PRICE
Reusable Booklets (Hi. Sch.-Adult) 40 mins.	AH	$ .95 each
Self-scoring carbon answer pads		4.00 pkg/20
Manuals		.32 each

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Miscellaneous

CUMULATIVE RECORD FOLDERS

This letter size folder enables you to concentrate in one place all the pertinent information about a pupil. Space for information about a pupil from kindergarten through high school.

CUMULATIVE RECORD FOLDERS	NET PRICE
Folders	.13 each

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SEASHORE MEASURES OF MUSICAL TALENTS (Series A) — **GRADES 5-Adult**

These phonographically presented tests measure six aspects of auditory discrimination: pitch, loudness, time, timbre, rhythm, and tonal memory. **Series A** covers a wide range of difficulty and is used in guidance and selection testing. It consists of one 33⅓ record. May be hand or machine scored.

SEASHORE MEASURES OF MUSICAL TALENTS	NET PRICE
Album with 50 answer sheets, keys and manual	$13.75
Answer Sheets	3.00 pkg/50
Scoring Stencils	65 each
Manual	.50 each

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MEIER ART JUDGMENT TEST — **GRADES Jr. Hi. & Sr. Hi.**

This test consists of a book of 100 pairs of pictures printed by a special process resembling etching, and a record sheet containing instructions, statements of difference between pairs of pictures and a means of recording pupil judgment.

MEIR ART JUDGMENT TEST	NET PRICE
Test Booklets	2.55 per book
Test record sheets	.10 each
Manuals Scoring Key	1.40 each

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PENCILS, Electrographic

For marking separate answer sheets that are to be machine scored. These have the appearance of ordinary lead pencils—are not mechanical and require no refilling.

	NET PRICE
Pencils	$3.60 per 36

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Chapel Hill
Site of the University
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North Carolina
which first
opened its doors
in January
1795